

# Problems and New Dimensions in the Indian Pre-Service/Initial Teacher Education Programmes

**Dr Vinod Kumar Gupta**

**Director and Consultant, Careworld Tourism and Consultancy Services Pvt. Ltd. New Delhi;**

**Principal (Retd.), Institute of Teacher Training and Research , KUK, India;**

**Former Professor, DDE, KUK, India; FNU, Fiji; IASE, Deemed to be University, Rajasthan, India**

# **Questions to Reflect Today and Tomorrow: Pre-Service Teacher Education Programmes in India**

**What has changed during the last five years- 2014 and April 16, 2019 in india?**

**What are the problems today in pre-service teacher education in India?**

**What steps are needed to be taken to handle present and future problems linked with pre-service teacher education in India?**

# SWOT ANALYSIS OF NCTE PRE-SERVICE TEACHER EDUCATION PROGRAMMES

S: Strengths

W: Weaknesses

O: Opportunities

T: Threats

## QUESTION :1

What has changed during the last five years with specific reference to pre-service teacher education programmes in India (April 1 ,2014 to April 16, 2019)?

### SEVENTEEN PRE-SERVICE TEACHER EDUCATION PROGRAMMES: DIVERSITY IN PROGRAMMES

- NCTE Regulations-2014 for 15 initial teacher education programmes;
- NCTE Notification (March 28, 2016) and The Gazette of India notification (April 2, 2019): Two new four years initial teacher education programmes.

# SIX CONCURRENT NCTE 2-YEAR DIPLOMA PROGRAMMES: 2014

- **Appendix-1: 2- years Pre-School Education;**
- **Appendix- 2 : 2-years Diploma in Elementary Education**
- **Appendix 6 : 2- years Diploma in physical education;**
- **Appendix-9: 2-years diploma in Elementary Education(Distance Mode);**
- **Appendix 11: 2-years diploma in Arts Education( Visual Art)**
- **Appendix 12: 2 Years Diploma in Arts Education(Performing Arts)**

## TWO CONCURRENT BACHELOR LEVEL PROGRAMMES:2014

- 1. Appendix-3: 4-years Bachelor of Elementary Education**
- 2. Appendix-13: 4-year integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. Degree**
- 3. Appendix-16: Norms and Standards for four Years Integrated Teacher Education programme( pre-primary to Primary; Arts Stream and Science Stream)**
- 4. Appendix 17: Norms and Standards for four Years Integrated Teacher Education programme(Upper-primary to secondary; Arts Stream and Science Stream)**

# SEVEN CONSECUTIVE PRE-SERVICE TEACHER EDUCATION PROGRAMMES: NCTE Regulations -2014

You can offer entry for following programmes after earning graduation/post- graduation in a discipline in a College/University

1. **Appendix-4: 2-Years Bachelor in Education**
2. **Appendix-10: 2 –Years Bachelor in Education(Distance Mode)**
3. **Appendix-14: 3-Years Bachelor in Education(Part-Time)**
4. **Appendix-7: 2-Years Bachelor in Physical Education**
5. **Appendix-5: 2-Years Master of Education(Regular)**
6. **Appendix- 7: 2-Years Master of Physical Education (M.P.Ed.)**
7. **Appendix- 15 : 3- Years B.Ed. &M.Ed. Integrated Programme**

## QUESTION-2

What are the problems today in relation to pre-service teacher education in India?

1. Confusion and lack of clarity about the selection of concurrent programmes or consecutive programmes;
2. Frequent changes in NCTE Norms and Standards;
3. Quality issues in pre-service teacher education at different levels;
4. Conflicts of interests in regulatory bodies: NCTE and UGC
5. Political stability in the country



## QUESTION-3

What steps are needed to be taken to handle present and future problems linked with pre-service teacher education in India?

### Problem-1

**Confusion and lack of clarity** about the selection of concurrent programmes or consecutive programmes;

### Solution-1

**Capacity building and awareness** strategies for the development of awareness and management skills among all concerned about quality concerns and requirement of teachers at different levels under current and future country wide situations.

## QUESTION-3

What steps are needed to be taken to handle present and future problems linked with pre-service teacher education in India?

Problem:2- 5

Frequent changes in NCTE Norms and Standards

Solutions:2-5

1. NCTE Norms and standards should be based on empirical research and needs(present & future) of the country.
2. No compromise on quality issues in pre-service teacher education at different levels;
3. National building first and no political or other conflicts due to vested interests in regulatory bodies (NCTE and UGC) and political parties

# SWOT ANALYSIS: STRENGTHS

- Paradigm shift to quality programmes(shift towards concurrent programmes from consecutive programmes)
- Paradigm shift towards experiential teaching-learning and educational technology;
- Norms and Standards are determined
- Regulatory bodies(NCTE and UGC)
- Semester system and annual system

# SWOT ANALYSIS: STRENGTHS

- Diversity in level of programmes(pre-school/lower primary/upper primary/lower secondary/senior secondary)
- Diversity in concurrent programmes(programmes after senior secondary)
- Diversity in consecutive programmes(programmes after graduation/post-graduation);
- Diversity in mode of delivery( regular programmes/ distance mode programmes/part time programmes);
- Diversity in duration and certification ( 2 years diploma/2year Bachelor degree/3-year Integrated B.Ed & M.Ed./4 –year programmes )
- Diversity in quality(NAAC grades)

# SWOT ANALYSIS: STRENGTHS

- Multi-disciplinary(content knowledge in arts and science disciplines+ Professional studies+ professional teaching practice);
- Interdisciplinary/ cross sectional( integration of content knowledge, professional knowledge and teaching practice/field engagement;

# SWOT ANALYSIS: WEAKNESSES

1. Confusion and lack of clarity about the selection of concurrent programmes or consecutive programmes;
2. Frequent changes in NCTE Norms and Standards;
3. Quality issues in pre-service teacher education at different levels;
4. Conflicts of interests in regulatory bodies: NCTE and UGC
5. Political stability in the country

# SWOT ANALYSIS: OPPORTUNITIES

1. Availability of basic infrastructure, human capital and finance;
2. Potential of improvisation of teaching-learning situations in teacher education institutions;
3. Global opportunities for collaboration in learning new trends in pre-service teacher education programmes
4. Shift towards concurrent programmes(after senior secondary) and awareness of quality concerns;
5. Capacity building of staff and prospective teachers in experiential learning and designing teaching-learning classroom environments at different levels;
6. Application of technology;
7. Others

# SWOT ANALYSIS: THREATS

- Quality concerns of programmes
- Regulatory concerns
- Awareness programmes
- Management Issues: Leadership
- Research
- Professional ethics
- Finance
- Others



THANKS