

# **PREPARING TEACHERS FOR EARLY CHILDHOOD CARE AND EDUCATION**

*Sponsored by*

Ambedkar University, Delhi

and

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## FOREWORD

The last few decades have seen an unprecedented growth in the education sector in terms of its expansion and coverage, culminating in the Right to Education (RTE) Act in April 2010. This landmark legislation has made elementary education a fundamental right of every child in India. A significant feature of this legislation is that it has not only mandated that every child should be in school but has also specified the basics of what a school should be, the teacher pupil ratio and the quality of the teaching learning process. While this has immediately resulted in large-scale appointment of teachers especially at the elementary stage, it has also provided for encouraging provisions of Early Childhood Care and Education (ECCE) by the states, which may lead to requirement of more ECCE teachers. These policy directives have placed an unprecedented demand for more facilities of acceptable quality for pre-service teacher education or initial teacher preparation which can ensure that the teaching learning process meets the expected standards.

Is the system across the country really ready to take on this challenge? To date there is very negligible research or documentation in this area in the country which could serve to provide an answer to this question. It is to fill this vacuum that the Centre for Early Childhood Education and Development (CECED) at Ambedkar University Delhi (AUD), took up this survey of ECCE Pre service teacher education institutions across the country, with other research partners. While it has been a rapid survey it has brought into focus several issues which need to be addressed on priority by all stakeholders if teacher preparation has to be of acceptable standards.

I hope this report will not only provide an assessment of the status of pre-service teacher preparation in ECCE but also serve as a useful reference in this area. We look forward to receiving feedback on the report.

I am grateful to NCTE for having co-sponsored this study along with AUD. I also thank IWSER, ICF International, Vidya Bhavan Society and Andhra Mahila Sabha for their valuable partnership at all stages of this study.

Let me also place on record here my deep sense of appreciation for the excellent work that CECED is doing. I am not in the least surprised that CECED, barely two years old, is held in such high esteem by the professional community in ECCE and Education.

Shyam Menon  
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## EXECUTIVE SUMMARY

“Teaching is a profession that carries with it a high degree of responsibility and the qualifications and skills of those who take on this responsibility constitute a major factor that affects, be it positively or negatively, any education system”. (Villegas-Reimers, 2003). This has serious implications for the preparation of teachers at all stages of education, including at the Early Childhood Stage which requires creation of a learning environment for children which is joyful, play based and developmentally appropriate. Preparation of teachers for this stage would therefore require teacher educators who possess a sound educational philosophy of ECCE besides an understanding of its specialized content and methodology. This study is an attempt to address the emerging question in this context – do the teacher education programs being currently offered in India enable student teachers access to this kind of required expertise and experience and prepare them adequately for the demands of this critical stage of children’s development and education? With this aim in view, and with the objective of informing policy level reforms, the study reviewed the availability, coverage and nature of pre-service training for teacher education in ECCE. It did this in terms of access, facilities, curricula content and methods used, profile of teacher educators and perceptions of different stakeholders. It also studied some provisions offered through the open and distance education programmes.

The study, which was carried out in a consultative and partnership mode, adopted the survey methodology using both secondary and primary data sources. The most significant challenges encountered in this study were firstly the identification of institutions due to the absence of any reliable documentation, as the sector is still fairly unregulated; and secondly, getting the institutions to respond and allow access to their programmes and activities. In all 367 institutions were identified, of which thirty nine institutions were visited and data could be obtained through questionnaires and factsheets from another fifty six institutions, across eight states. The data thus obtained from ninety five institutions was subjected to both univariate and bivariate analysis.

The study has brought to the fore several issues which need to be understood and addressed, not only in the context of the present scenario with respect to ECCE, but also with a futuristic perspective. With the amended Article 45 and Section 11 of the RTE Act (2009) encouraging the state governments to “make necessary arrangements for providing free preschool education for children” and with ECCE being the first EFA goal to which India is committed and accountable, there is likely to be greater attention to ECCE and expansion of ECCE provisions across the country. With the entry age for primary education expected to be raised to six years in accordance with the RTE legislation, children between 5 to 6 years who are currently in Grade I in a majority of states will also have to be provided for under ECCE, thus further enhancing the requirement for expansion of ECCE programmes in the country. Concurrently, while policy directives are to an extent pushing the agenda, community demand for ECCE is also on the rise, even in remote and rural areas where, in the absence of an active public sector, a potential market is emerging for the private sector to step in, and with it the need for regulation. The Government of India is also contemplating bringing preschool education within the ambit of the RTE (2009). It is therefore expected, as also evident, that the number of ECCE centers/programmes will expand exponentially in the next decade. And with this expansion will follow

a huge demand for trained teachers and trained leaders in ECCE and for appropriate and effective mechanisms for regulation of quality. It is hoped and assumed that the expanding demand will lead to formulation of a policy on ECCE and institution of a system of regulation and quality monitoring, which will in turn create the demand for meeting standards, both with regard to ECCE programmes and with teacher education. The issue is, to what extent is the system really ready for this challenge? This summary identifies main issues emerging from the study in this context and concludes with some major recommendations.

## **A. EMERGING ISSUES**

### **1. Availability and Coverage of Teacher Education Institutions**

*The study clearly highlights the inequitable distribution of ECCE teacher education institutions across states, where some states particularly in the north and north east, have almost no access to any teacher education institutions at all.* In some states like Maharashtra and Gujarat, which earlier had a large presence of teacher education institutions in ECCE, the numbers are now reportedly declining due to low demand. Paradoxically, although the job market in this area may expand, the requirement for professional training of two years' duration may not be there, due to absence of any regulatory requirement for training.

*A related issue is the negligible involvement of higher learning institutions like universities in teacher education for ECCE.* Only six of the eighty three courses surveyed were located in higher learning institutions; of these, three courses award diplomas and three award degrees. This lack of engagement of the higher education sector becomes a concern, since it is believed that teacher education would get a professional spurt and become more knowledge based and reflective, by being located in higher learning institutions. This would however have implications for raising the entry level for teachers to graduation. It would also open up opportunities for professional development courses beyond teachers to that for supervisory and teacher educators' cadres in ECCE.

*The study highlights absence of any induction training or orientation programmes for teacher educators.* This is a serious issue because neither are the teacher educators involved in preparation of the curricula nor are they given any training to teach the curriculum prepared by experts. The higher learning institutions are best fitted to engage in programmes for preparation of teacher educators.

*The study clearly brings out the significant role played by the private sector in making available teacher education facilities in ECCE across the country.* Over 50 percent of the teacher education institutions in the sample were found to be in the private sector, followed by the NGO sector, with negligible presence in the government sector. With no government schemes for ECCE other than the ICDS, which has its own training structures, this situation is to be expected. With this significant private sector presence in this area, which comes with its own incentives, the issue is how effective is the system for regulating quality?



## 2. Regulation of Quality of Teacher Education in ECCE–Norms and Mechanisms

NCTE has been established by the Government of India as a statutory body for regulation of quality of Teacher education institutions in all areas, including ECCE, for which it has laid down norms and specifications. A major concern highlighted by this study is that *despite this system in place, at least 63.4 percent of the institutions sampled in the study were continuing to run without any official recognition from NCTE*. Of these, majority are from the private and NGO sectors. Interestingly, 50 percent of the private institutions in the sample were unrecognized. And these are from a set of institutes that had the confidence to share information and allow access for the study. The actual numbers of unrecognized institutions may therefore be much higher. Curiously, even among those officially recognized by NCTE, significant and consistent variations and deviations from specifications were noted in terms of the prescribed norms. *These variations were seen in terms of structure, duration and nature of certification, physical facilities, curriculum and profile of teacher educators manning the institutions*. For example, while NCTE prescribes two year duration, a certificate programme was found to vary across institutions from duration of 3 months to 2 years and diploma courses, even in recognised institutions, varied from one to two years. Similarly, despite NCTE specifications for teacher educators' profile, which are generically relevant, *close to 40 percent of all teacher educators in the sample did not meet the required academic and professional qualifications*. Even more worrisome is the finding that 27 percent of the teacher educators from institutions that were recognised also did not meet these requirements. *A positive finding is that almost 60 percent of the teacher educators in the sample indicated some years of experience of working directly with children*, a prerequisite for a more practice based, hands-on training of teachers, which should get included as a desirable specification.

The study also dwells on the inappropriateness or inadequacy of some NCTE norms and specifications such as the number of books for a library or generic nature of qualifications of the teacher educators and makes alternative suggestions. It raises the issue of the limitations of a 'lab preschool' approach as compared to a 'lab area approach', with every teacher education institution engaging with the system rather than with just one preschool. It discusses the potential benefits of such an approach. In this context, it also discusses the desirability of introducing a component of internship in preschools as compared to just the current mode of practice teaching.

Two major issues raised by the study in this context are (a) the need to strengthen the regulatory mechanisms and structures followed by NCTE to ensure compliance by institutions and (b) to review and revisit many of the specifications from the perspective of relevance and feasibility and prioritise those that are imperative for quality in the programme. Some specific recommendations in this regard are made in the report.

## 3. Curriculum and Transaction Methods Employed for Teacher Education

A rapid review of the curriculum, largely on the basis of the titles of the papers/courses, indicates that the overall trend is to follow a Child Development perspective with, in some cases, an additional academic focus also, which tends to make it developmentally inappropriate. However, in most cases while basic content

is in order, *some prominent gaps* that may be identified are inadequate coverage of (a) the current Indian policy scenario and issues in ECCE and (b) emerging and state of the art global knowledge with particular reference to current research in neuroscience, constructivist approaches in pedagogy, importance of school readiness and emergent literacy, social inclusion and so on. *The study also raises a dilemma whether the teacher education curriculum should be prepared centrally by curriculum framers in the interest of uniform standards, despite wide diversities in contexts or alternatively, a curriculum framework should be prescribed centrally with provision for teacher educators to adapt and develop their own curriculum in tune with their respective contexts.* While the second alternative is logically more desirable, it would require a systematic programme of professional development of teacher educators in this area as a precondition to enable them to do this effectively.

In terms of methods employed, *the study indicates an overall dominance of the lecture method and blackboard teaching in the classrooms as actually observed*, although teacher educators and academic heads reported use of more participatory methods. What this perhaps indicates is that the awareness regarding participatory methods may have improved over the years, but this has not yet translated into actual practice in the classrooms. These observations definitely point to the need for teacher educators to move towards more progressive and interactive and adult learning methods of teaching learning. A clear lacuna identified in the study with regard to teacher educators is the *complete dearth of resources available to them for professional development across institutions*, particularly for procurement of learning materials, deputations for workshops and conferences, exposure visits or membership of professional organizations.

#### 4. Open and Distance Education

The study included in its scope three Teacher Education programmes in ECCE under the open and distance education mode. If we revert to a futuristic perspective, it is expected that with the expansion of ECCE provisions, the demand for training facilities will logically go up. As is currently the scenario in primary education, there may, in all likelihood, emerge a need to train teachers in ECCE on a large scale, within a short and defined time frame. Many untrained teachers already in service may need to get themselves trained to stay in the job. The open and distance education mode is getting perceived as an easier alternative to meet this kind of need since it can cater to unlimited numbers of student teachers. But quality control is a concern with most institutions not having appropriate systems in place for the practice components of the course. However the potential is there and through a mixed mode, many flexible options can be planned for to address initial training, induction and refresher trainings, and up-gradation of qualifications.

While these programmes were reviewed more from the perspective of understanding the structures and processes involved in this mode of teacher education without carrying out an in-depth review, due to time constraint, *the study did highlight the following concerns*: (a) need for improvement and regular updating of quality and content of the learning materials to make them user-friendly, and ensure timely distribution (b) need to ensure more careful selection of study centers and identification of qualified counsellors to ensure quality in the contact programmes (c) need to introduce orientation/refresher programmes for counsellors to familiarize them with the distance mode curriculum and with the process of continuing learning (d) ensure

regular monitoring of the study centers for tracking their performance and quality; for this the regional centers should have in place professionals with the requisite knowledge and expertise relevant to the course (e) A major concern in some distance education programmes is the internship /practice teaching component, which is often left to the student teachers to manage without adequate supervision. This component is undoubtedly the most critical aspect of any teacher education programme and importance of assuring its quality and relevance cannot be overstated. Currently this is a weak area in some distance education programmes and the programmes may need to look into ways to ensure this aspect is addressed adequately.

## **B. MAIN RECOMMENDATIONS**

The recommendations are made with the assumption that the governments both at the central and state levels will give due attention to quality in ECCE and make it mandatory for teachers to be trained in recognised institutions. This would be a pre requisite for the recommendations discussed below to lead to the desired impact on the system.

### **I) Duration of Course**

1. Given the variations in duration, the issue is what should be an optimal duration for a course which prepares teachers for Early Childhood Education. The study endorses the NCTE specification of Class 12 eligibility and two years duration. It also endorses the inclusion of Grades I and II in its scope, since globally children upto 8 years are considered to be in a similar developmental stage with similar characteristics and ways of learning and responding, as the 3 to 6 year olds. This is also a transition stage for formal schooling wherein children are at maximum risk of dropping out, as per national data available, and the need for smoothening the transition for the child is important. For this purpose, the pedagogical approach and curriculum at the early primary stage needs to have continuity with the preschool stage.
2. Although two year duration is endorsed, the concern remains regarding the current lack of demand for a two year course, due to absence of a link with employability. This concern would need to be addressed alongside. In this context the following are recommended:
  - Demand may be proactively enhanced for the course by making the graduates of these 2 year courses eligible for employment as teachers for early primary classes also, in addition to the preprimary stage. This would expand their scope for employment.
  - This may be facilitated further by ensuring that the second year's curriculum, which should focus on early primary grades, is replicated in the elementary teacher education curriculum also, as a separate unit for early primary classes, to ensure overall consistency and employability of the student teachers.
  - While a two year course is recommended, some flexible options may also be encouraged to respond to different needs and situations under NCTE's 'innovative programmes' category, with possibilities of credit accumulation and vertical upgradation.
  - Given varied standards as well as variations in the length and breadth of the course content, every Certificate or Diploma certification should clearly spell out the roles/job for which the student teacher

has been prepared for and the duration of the course should be specified in terms of number of days and hours of classroom teaching and practical experience provided, and not just years.

## II) Ensuring Equitable Access with Quality

To address the issue of inequitable access to teacher education, the study recommends that the government should, as part of its Teacher Education Policy, promote expansion of high quality teacher education institutions for ECCE through its own initiatives and/or through encouragement of the private and NGO sectors, with a view to ensure more equitable distribution of ECCE teacher education programmes in all states of the country, especially in states where none exist at present. This could be done through

- Setting up ECCE programs in the DIETS which will ensure both equitable distribution and continuity with primary teacher education.
- NCTE initiating the process of preparation of a curriculum framework and development of norms and specifications for a pre-service course for Teacher Educators in ECCE consistent with the NCFTE (2009).
- Encouraging higher learning institutions such as universities to set up more multi-mode, multi-module and flexible, teacher education programmes in ECCE at the post-graduate level which could:
  - Prepare competent teacher educators and professionals in ECCE.
  - Provide periodic refresher training for practicing teacher educators and ECCE personnel working in leadership positions, and
  - Institutionalise greater professionalism in teacher education.

## III) Strengthening Regulation of Standards

For strengthening the regulatory system for quality assurance in Teacher Education in ECCE

- NCTE may consider reviewing and revisiting its norms and specifications for Teacher education in ECCE in consonance with the NCFTE (2009), through a consultative process involving both professional experts and practicing teacher education institutions. This would ensure both the professional and field perspectives are taken into account. On this basis it may prioritize those norms that should be non negotiable for ensuring quality in teacher education. Some suggestions in this regard are made in the respective sections in this report.
- NCTE's monitoring and regulatory mechanisms should be appropriately reviewed and strengthened with professional capacity, to ensure that all institutions on the ground are meeting the specified standards of professional quality thus developed. NCTE should in this context seek periodic feedback from the recognized institutions regarding its norms, policies and framework.
- NCTE may consider instituting a system of accreditation of teacher education institutions to strengthen the quality dimension, provide institutions an incentive to improve their professional standards and identify some well performing institutions in different geographies as a chain of Resource institutions which could play a mentoring role for other institutions in the area.

#### **IV) Improving Practice Teaching**

- Given the need for proper facilities for providing internship to student teachers in diverse preschool programs that could be accessible and also demonstrate a philosophy and practice that is consistent with the teacher education institution, this study reiterates the recommendation of the Programme of Action (1992) that each institution should adopt a lab area with 20-25 centers, and not just a preschool, and work with these directly to strengthen and upgrade them into demonstration pre- schools by providing quality inputs. This will be mutually beneficial since it would on the one hand, ensure a committed lab area for internship/practice teaching for their student teachers. On the other hand, this approach would also serve to strengthen the system.
- The study recommends a 50:50 ratio between theory and practicals so that the student teachers get a more balanced understanding of both and are able to interrelate. On the basis of some good practices observed, the study recommends a phased approach for the practice teaching component. It should have an initial period of observation, followed by practice teaching and should conclude with a significant period of internship in the preschools.

#### **V) Involving Teacher Educators**

- A significant concern coming through in the study is the limited consultation with practising teacher educators in the process of curriculum development and additionally, no planned induction training or orientation for them in transaction of the curriculum. The study recommends that (a) any exercise in curriculum development for teacher education should involve teacher educators actively in the process of its development, and (b) provisions be made for initial and refresher trainings and development of appropriate reference material and readings for teacher educators, especially since in most cases the curriculum is devised by curriculum framers or consultants and required to be taught by teacher educators, who may not have the knowledge or training to transact it as conceptualized. (c) NCTE should adopt a more proactive role in not only regulating but also promoting quality in teacher education by organizing theme specific and periodic orientation programmes for teacher educators in action research, among other areas, so that they can in turn be enabled to prepare teachers more effectively.

#### **VI) Upgrading the Curriculum**

- Curriculum for teacher education in ECCE should be reviewed from the perspective of ensuring (a) that it follows a child development perspective and covers the entire developmental continuum from birth to eight years, to provide a fuller understanding of child development to the student teachers (b) focuses on enabling and preparing the graduating teachers to work in different kinds of institutions and different social milieu (c) includes updated insights from international research knowledge and contemporary policy scenarios in India, particularly those that have specific implications for the classroom.

The curriculum should include more opportunity for individual growth of the student teacher through inclusion of tutorials, individual and team assignments and presentations, and a sizeable component of self-development opportunities.

## **VII) Open and Distance Education-Maximizing Potential**

For addressing concerns raised in Open and Distance education the study recommends:

- More effective use of technology, such as addressing issues of practice teaching by including a requirement of video recording of a defined number of practice teaching/internship experiences to be shared with Counselors at Study centers for feedback and accountability; better adherence to quality standards through allowing direct interface of student teachers with high quality teacher educators through video conferencing and so on.
- Exploring the possibility of constituting national and state level resource groups who could be involved in all quality related aspects of the programme, including curriculum development, setting of examination papers, monitoring of study centers and internship practices in a more synergistic mode. Currently these functions seem to be either non-existent or fragmented.
- The NCTE currently has no norms for distance education and the given norms are not always applicable. Therefore NCTE should formulate its norms and specifications for these programmes in ways that would ensure the above concerns are addressed adequately, both in terms of self-study materials and support provided by the Study Centers.
- Regular monitoring of the study centers be undertaken for which the regional centers should have in place professionals with the requisite knowledge and expertise relevant to the course. Alternatively, the Regional centers may link with the NCTE accredited institutions through a systematic plan for ensuring rigour in the practice teaching or internship component of the course.

The multiple perspectives gathered through this study from different stakeholders i.e. experts, teacher educators and student teachers and alumni and from the market, clearly indicate that the field of ECCE is fraught with conflicts, confusion, fragmentation and lack of clarity in terms of vision, appropriate practices, regulation, policy issues, monitoring and support systems. It is in this context that a clear role emerges for organized institutions like NCTE and other national and state level institutions, universities, teacher education institutions to enable and promote the development of a common vision for ECCE that will support change, develop an indigenous knowledge base in ECCE, raise capacities of individuals and institutions for professional development in the field of ECCE and contribute to bridging the gaps that this study has identified.

# Introduction

## 1.1 Preamble

It is a known fact that the quality of any education programme can only be as good as the teacher who teaches it; how good and competent the teacher is, depends in turn, on how she has been prepared for her role as a teacher. The National Curriculum Framework for Teacher Education (NCFTE), 2009 acknowledges this to be a key factor and articulates the concern that “generally those who function as teacher educators do not possess appropriate stage specific professional training or experience” and this lacuna percolates down the system. This becomes particularly relevant in the context of the early childhood stage which comprises of the first six to eight years of life and is of critical significance as the formative stage of education and of a child’s life. There is plentiful national and international empirical evidence to corroborate that the nature of care and education provided in the early years has implications for all subsequent stages of the education ladder. Moreover, it has its distinct stage specific characteristics and is required to be informed more by insights from child development and child psychology rather than skills-based academic priorities. To quote the NCFTE (2009) again, “Early Childhood Care and Education (ECCE) aims at total child development in a learning environment that is joyful, child centered, play and activity based. These requirements call for a teacher educator who has a sound educational philosophy of ECCE besides specialized content and methodology skills pertaining to these areas.” A key question therefore is—do the teacher education programs being currently offered in India enable the required expertise and experience and prepare student teachers adequately for the demands of this critical stage of children’s development and their education? Being an unregulated sector, there is to date very little documented information available in this area to answer this query appropriately. The present study is perhaps the first attempt to review the status and provisions for pre-service teacher education in ECCE across the country.

## 1.2 Growing Significance of ECCE

Awareness, knowledge and practices that address the psychological, social, physical and well being needs of young children below 8 years continue to evolve across the world, slowly and sometimes in disparate ways. A significant body of research and writing in ECCE has emerged in the last few decades. However, the impact of this work on society, particularly on preschools, day care centres, crèches, primary schools and child-care homes is far from satisfactory. Worldwide, many early childhood programmes continue to work with conventional beliefs about how young children grow, think, learn and interact. Unregulated early schooling practices continue to exist despite UN ratified rights-based perspectives in early childhood education that lay emphasis on the need for equitable opportunities, play, emotional care, nurturing social interaction, and experiential learning. Young children who live in high risk situations because of poverty, social neglect, in

violent or war-like situations particularly bear the brunt of the amorphously defined structures and processes of the field of ECCE.

Till only a few decades ago, most societies believed that young children from birth till as late as 6 to 8 years of age tend to be passive recipients of learning and socialization. Research based insights about early childhood development after the second world war, led by M. Mahler, B. Bowlby, Maria Montessori, Froebel, John Dewey, Piaget and L. Vygotsky and more recently Daniel Stern et al, helped relocate the agency of the very young child as an active participant in his/her process of growing up.

Recently, a range of research studies on the early development of the human brain have reinstated the works of these thinkers and established new ground about how children learn and interact in their daily lives. Studies have not only re-established the significance of nutrition and early cognitive stimulation but also make overt connections between the emotional nurturance of young children and their brain development (<http://www.nea.org/home/18163.htm>). New brain research has clearly established that the human brain grows at a rapid pace after birth and reaches 85 per cent of its adult weight by the time the child is 2 years old; it then continues on an incline till around six years of life, beyond which it tends to plateau. Within this span of six years several 'critical periods' have been identified for development of some important cognitive, linguistic and social competencies, which if subjected to psycho-social deprivation, can adversely impact on development of children's full potential. (Doherty, 1997). Research based insight thus confirms the significance of the first six years of life. Research also establishes that the environment in which a child is raised directly impacts the way the brain develops. Logically, insights from research in ECCE and Neuroscience have major implications for how we organize care, stimulation and education of young children at home and in institutions.

Empirical evidence is also available from around the world of the significant impact, both immediate and long term, of participation in ECCE on the life trajectory of young children. A longitudinal study of the impact of ECCE from Chicago (conducted between 1986 and 2002) revealed that children who attended state supported early childhood intervention centres demonstrated better results in language and mathematics learning in school, achieved higher rates of high school completion, were less likely to be placed in special education and had lower rates of juvenile arrest (<http://www.waisman.wisc.edu/cls/>). Studies conducted by National Council of Educational Research and Training (NCERT) and National Institute of Public Cooperation and Child Development (NIPCCD) in India in the 1990s have also documented benefits of participation in ECCE programmes on primary level outcomes. A study across eight states of the country followed up on 38000 children and demonstrated an increase in retention rates by as much as 20.5 per cent because of participation in ECCE programmes (Kaul et. al, 1994). Clearly, these studies establish the contribution of ECCE in the success rates of children in school in later years. Consequently, ECCE has been globally identified as the first goal to be reached under UNESCO's Education For All (EFA) initiative, to which India is a signatory. Unfortunately, despite this acknowledgement of the importance of the relationship between the quality of early learning and care available for young children and their adaptability in later life and society, wide gaps continue to exist in the way societies prepare young children for formal schooling, and for life.



In developing countries, owing to challenging economic and political conditions, early care has largely been about allocating resources for the physical survival of young children, primarily immunization and nutrition. The history of the development of early childhood care and education as a practice, as a field of enquiry, of professional development and research has received inconsistent support in terms of policy, funds allocation and prioritization. At the same time, preparation of early childhood practitioners and professionals has also not been commensurate with burgeoning socio-economic and political complexities. While institutional training and preparation has evolved very slowly, demands for the care and education of young children have progressed far too rapidly, particularly with the disruption of the joint family system and with more and more women joining the work force.

### 1.3 The Context of Early Childhood Care and Education in India

With a population of over a billion people, India has more than 350 million children between 0 and 18 years of age. Of these, about 157.86 million are between 0 and 6 years of age (<http://www.sccommissioners.org/pdfs/primers/icdsguidelines.pdf>). This number is more than three times the population of United Kingdom and about two thirds the population of USA. Clearly, the responsibility of reaching out to this large number is monumental in terms of funds, planning, infrastructure, staffing and training, development of professionals, establishment of service centres, monitoring of quality, management of services, support organizations, research and continuing professional development.

India has been implementing perhaps the world's largest ECCE programme known as the Integrated Child Development Services (ICDS) since 1975. Begun initially in 35 Blocks, it is now slated for universalization, according to a recent Supreme Court directive. This programme in accordance with the life cycle perspective, caters to pregnant women, mothers and young children below 6 years through a basket of services including health and nutrition education, health services, supplementary food, and pre-school education. The programme is currently reaching out to about *seventy two million children* below six years of age and about *fifteen million pregnant and lactating women* through a national network of 1078973 operational anganwadi centers (AWCs) and mini AWCs located across the country (MWCD, 2010). The programme has also witnessed a fair share of controversies vis-à-vis its impact and outreach. Its preschool education component is considered to be the weakest link in terms of impact. Other than ICDS, which is in the public sector, a range of programmes have been initiated by NGOs in different parts of the country. These include either government supported or independently run *Balwadi* programmes or pre-schools attached to schools. While government run programmes (largely ICDS) tend to be minimalist in their approach, as these moves to scale with a single worker responsible for six services, NGOs too receive little financial, programmatic and professional support to build enduring institutions.

In the absence of an active state, several private players have established nursery and preparatory schools where beliefs and practices are largely defined by unregulated market related priorities. The urban landscape in Indian cities and towns (now increasingly visible in rural areas as well), is thus filled with a huge number of unrecognized, unregulated and un-supported preschools, popularly referred to as 'preparatory and nursery schools'. In high and low income neighbourhoods, many nursery schools also run day care centres or crèches

to address the needs of a growing workforce of women outside the home environments. A sizeable number of primary and senior secondary schools also run nursery sections with minimal understanding of the needs of young children. These schools are often staffed with untrained or poorly trained teachers where curricular practices are usually not defined by developmental perspectives, and young children tend to be recipients of a push-down curricular approach. In metropolitan cities, early stimulation centres for young parents, infants and toddlers are introducing new notions of early childhood care and education to the urban elite; there are indications of future trends where children as young as one and two years will be brought for institutional care and early learning. The wide range of organized and unorganized, unregulated provisions for ECCE are inevitably creating a demand for multi-skilled professionals who can work at multiple levels.

### ***Shifts in ECCE Practices and Expectations***

The field of ECCE in India is replete with slow moving policy and programmatic initiatives, certainly not in pace with the rapid increase in population of young children and emerging social, economic and cultural changes. Each significant change impacts the field in some way, leaving in its trail a new set of conflicts, constraints and issues to resolve.

***Shifts Because of Policy:*** The National Policy on Education in 1986 established for the first time the significance of ECCE as a first step in the education ladder and as a field that requires extensive coverage, increased funding and the development of a perspective that believes in the holistic development of young children. It clearly directed that learning should be joyful and “there shall be no formal teaching of the 3R’s at this stage.” Although progress since that year has been slow in terms of programmes and outreach, each subsequent Five Year Plan has articulated the need to prioritise education and development of children below 6 years of age. The most recent setback for the field occurred when the Right to Education Act, notified in April 2010, excluded this age group from the legislation. In response to the civil society protests that followed this exclusion, Article 45 of the Constitution was amended which now directs that “*The State shall endeavour to provide ECCE for all children until they complete the age of six years.*” In conformity with this, Section 11 of the Right to Education Act states “*With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate government may make necessary arrangements for providing free pre-school education for such children*”. Although this is an enabling provision, it does not make preschool education a fundamental right of every child. Possibly, this may contribute to some expansion of preschooling facilities in the public sector, in addition to the ICDS. However, the risk of this exclusion is that ECCE may not get funds allocated at the same level as programmes in the education sector, while it is the foundation stage. The subject of ECCE which was earlier with Ministry of Human Resource Development (MHRD) has since 2006 been transferred to the Ministry of Women and Child Development (MWCD).

Although the subject is transferred from Education and is also not included in the RTE, it continues to be a part of the mandate for National Council of Teacher Education (NCTE) as per the ACT (1993) which gave NCTE a statutory status, with the functions to accord official recognition, regulate and maintain standards in teacher education across all stages of school education including preschool education. Two major policy

documents in recent years from MHRD, the National Curricular Framework (NCF, 2005) and National Curricular Framework for Teacher Education (NCFTE 2009) both include new guidelines for curricular practices in pre-school and teacher education in ECCE. Both documents have established the need to examine and prepare in detail our society's understanding of the needs of young children – at the emotional, social and cognitive levels. While the perspective emphasizes on the need to address the physical well-being of young children, it places equal significance on early care and stimulation as critical for the young child's development, including preparation for the primary years. NCFTE 2009 views “the need to evolve teacher education programmes specifically meant for preparing teachers for early childhood education” as an important change facilitation step for development of the field of ECCE. A revised draft curriculum for preparation of ECCE teachers has also been prepared and posted on NCTE web site for comments.

***Issue of Age Range in ECCE:*** Although the National Policy (1986) clearly specifies the age range for ECCE as 0-6 years, there is still a fair amount of ambiguity about the age at which children are eligible for preschool education. Documents of government and private institutions often interchangeably refer to the early childhood age as either between 3 and 6 or 4 and 6 years of age. In most states the eligibility age for entry to primary school in Grade 1 is 5 years. Paradoxically, the ICDS caters officially to children upto 6 years of age. The NCTE initiated programme of teacher education in ECCE refers to the age group of 4-8 years with “the rationale that the methodology of the pre-school stage needs to be extended to the lower primary stage, that is, grades I and II of the primary stage”.

The fact that NCTE refers to the entry age as 4 years for its Nursery Teacher Education Programme implies that NCTE does not yet recognise that recognized senior secondary schools<sup>1</sup> admit children in Nursery Class at 3 years of age. While it may be contended that NCTE does not recommend that children as young as 3 years of age start Nursery education, there also appears to be a lack of convergence in understanding the rationale in government policies that allow Nursery education to begin at 3 years of age. Gaps such as these compound existing ambiguities in the field of ECCE in terms of preparation of professionals (teachers, leaders, researchers), society's understanding of children's social and emotional development and readiness preparation for formal schooling.

Also, there is limited reference to the age group between 0 and 3 years of age, even though several government initiatives are designed for the health and nutrition of this age group. Discourse about appropriate early stimulation/interaction or the quality of environment, care and nurturance available for young mothers and children between 0 and 3 years of age is conspicuously absent at most levels, except among academics.

In recognition of the fact that children between 6 and 8 years of age are within the same developmental stage and therefore require continuity with early childhood education experiences in terms of curriculum, pedagogy, interrelationships and assessment, teacher education programmes of central and state governments have in many cases in the past addressed education of children between 3 and 8 years of age in their training content (JBT) and teacher induction programmes. However, in these cases too there have often been issues regarding eligibility of these student teachers for recruitment as primary teachers.

<sup>1</sup> Increasingly, most nursery or preparatory schools admit children as early as 2 years of age. Infancy and toddler education programmes are considered separately.

***Shifts Because of Parents' Expectations:*** Across the country, particularly in urban settings, parents, have increasingly begun to seek institutional knowledge and services for their young children – a result of shifts in family structures, economic needs and urban lifestyles. Accordingly, demands for cognitive, social and interpersonal nurturance are progressively being expressed as a need for the young child's future development. This trend is accompanied with a growing shift in perception about children being active rather than passive learners – resulting in alterations in what we expect of young children and what we organize for them in the home and institutional environments.

Consequently, there is a dramatic rise in the number of pre-schools, preparatory schools (so worded to prepare young children for admission to formal schooling), crèches, Balwadi Kendras (government and NGO initiated), day care centres and early learning centres, early diagnosis and special education centers. Unfortunately, there is little understanding of the nature of services available in these programmes or the nature of preparation of personnel who work in such programmes. While NCTE is a statutory body to regulate standards in teacher education in all sectors including ECCE, it still does not have adequate powers or resources to enforce these standards in an effective manner. To monitor the quality of programs and services there is no system of regulation. With limited outreach of ICDS and NGO programs, the private sector is fast filling up clearly felt gaps and is influencing the field in ways that are complex and may even become unwieldy. With 'play way method' as the background, minimalist training, low expectations, poor opportunities for mobility for ECCE professionals, inadequate research and documentation, lack of clarity in policy and low funding, the status of the ECCE teacher is abysmally poor, undefined and unsupported. The landscape of early childhood education practices and the preparation of professionals in the field is huge, diverse, largely unorganized and unregulated and interspersed with only a few institutions of excellence.

#### **1.4 Construct of an ECCE Teacher**

Teacher education in ECCE is perhaps as amorphously defined as provisions for ECCE. It is popularly believed that people working with young children require minimal training and at best need to be prepared to be fun loving, playful and caring towards young children. Though inordinately superficial in scope and expectations, the understanding of these three attributes of human nature is equally diverse and left to individual interpretations. The result is that most ECCE programmes, particularly in the private sector, may not always demand professional preparation on the part of the teacher since the curriculum in most cases tends to be restricted to the teaching of rhymes, play in activity rooms, fancy dress competitions, and glossy report cards that resemble Disney handouts but are driven by the need to prepare the young child to know the English alphabet, the alphabet of the regional language, counting from 1 to 100 (sometimes even more) and a host of symbols of formal education without meaning, developmental appropriateness or context.

Till the implementation of the Fifth Pay Commission in 1996, pre-school teachers were referred to as 'Assistant Teachers', assistant to the status of the primary school teacher, whose salary was meant to be higher than that of the assistant (but still the lowest in the education profession). This change witnessed the abolition of the nomenclature of the 'assistant teacher' and the expectation that pre-school or nursery teachers

would start to receive the same salaries as primary teachers (PRT scale). Unfortunately, this expectation has not been supported by the development of the profession of ECCE in terms of:

- Recognition and acceptance of ECCE as an organized precondition to formal schooling
- The designation of an ECCE professional who requires formal preparation akin to the qualifications of a primary level teacher (which also has been treated with equal neglect and lack of clarity in terms of content, years of training etc., although articulated differently in terms of expectations)
- Formal allocation of a budget for ECCE professionals

Subsequently, the salary of the ECCE professional continues to be lower than that of the primary teacher and there is no organized framework (qualifications, pay scale etc.) within which salary structures may be determined. Other than a few private unaided schools that may give the PRT scale to ECCE teachers, the practice is as varied and as unregulated as the training, understanding and monitoring of ECCE services. In the ICDS context, the situation is worse where the Anganwadi worker is treated as a volunteer, paid often less than minimum wages and expected to facilitate ECCE with children along with five other services viz. supplementary nutrition, immunization, health check-ups, referral services, nutrition and health education.

### **1.5 Changing Expectations from the ECCE Teacher**

Progressive ideas in educational policy documents may be traced as far back as the Kothari Commission, the Mudaliar Commission, the National Policy in Education, the Ramamurti Report, the Yashpal Committee Report ('Learning without Burden') and the most recent NCF 2005. Since the NCF 2005, there has been a greater affinity in educational discourse in the country about enabling the constructivist paradigm in education. Philosophically and structurally, this dialogue is more aligned with the principles of early childhood education. Consequently, in thought and dialogue, a continuum is visualized between preparation in the early pre-school years and preparation for the primary years. This, in combination with emerging social awareness and the rise of pre-school education, is resulting in changing expectations from the ECCE teacher.

However, most policy documents continue to refer only to the preparation of the primary school teacher or the elementary school teacher. Policy discourse in elementary education has been largely limited from Class I to Class VIII with aside references to educational needs of children below Class I. In planning and training, ECCE has often been clubbed with a mixed bag of social issues that include non-formal education, women's development and gender equality.

At present, the minimum qualification expected of people who seek training for ECCE in India is certification of Class XII or Class X for vocational training in ECCE. The duration of most training is varied and often restricted to a few months. Just as there are no appropriate government norms or specifications for the nature of infrastructure and services provided for young children and their families, norms for development of Teacher Education programmes too, though laid out by NCTE, are ambiguously defined and easily flouted.

Consequently, as per the existing documentation, there appears to be wide variation in ECCE training in the country, both at the level of pre-service and in-service training. The NCTE document of 2005 on Teacher Education in ECCE identifies a few commonly found programmes of training in ECCE. These are classified in the table provided below:

**Table 1.1: Programmes of Training in ECCE**

Programme	Intended beneficiary	Eligibility	Duration	Content
Anganwadi Workers' Training	Anganwadi centres	No formal qualification	3 months	Health, nutrition, community participation, education
Balsevika Training of ICCW	Balwadi centres	10 <sup>th</sup> pass	11 months	Health, education, welfare
Integrated Pre-primary and Primary Teachers' Training	3-8 years	12 <sup>th</sup> pass	2 years	Nutrition, health care and education
Nursery/Pre-primary Teachers' Training	3-6 years	10 <sup>th</sup> pass	One year	Emphasis on material development and practice teaching
Diploma in ECCE through Distance Mode	0-6 years	12 <sup>th</sup> pass	One to Four years – flexible	Theory and practice of ECCE; self-instructional and supervised

Preliminary analysis of the range of programmes indicates the need to separate teacher education programmes according to duration, eligibility and content. Broadly, teacher education programmes may be classified as initial or pre-service programmes teacher induction programmes, in-service training and teacher development programmes.

What kind of training and support do people who teach young children receive? What kinds of institutions provide such training? Who certifies this training? What is the content of the training and does it at all address issues related to philosophical questions and concerns, insights from progressive practices in education, learning from research in the neurosciences, the sociological realities of the families of the children and the teachers, the psychological construction of the human self etc as areas of study in teacher preparation for ECCE? What is the connection between this training and the environment of the early childhood classroom? What are the professional conditions within which early childhood care providers and teachers work? What are their aspirations? What are emerging issues in the field of early childhood care and education? How are these determined? Who determines these? What is the professional training of teacher educators? What is the likely impact of training in early childhood education in early childhood care and education programmes run by the government and private sectors?

Answers to these questions are fundamental to proposing any reform in policy or practice in ECCE. While the change is desired and articulated in different forums, there is little understanding of the kind of change that is required and how it may be enabled in terms of structures and processes at the level of higher education and training, policy, regulatory mechanisms and development of institutional support.

In order to understand this change better and to fully appreciate the range of services available in teacher education in ECCE in India, the Centre for Early Childhood Education and Development (CECED),

Ambedkar University, Delhi initiated a proposal to study provisions available for teachers, teacher educators and all other levels of functionaries in the area of ECCE. A Research Advisory Committee constituted for the proposed study assessed the wide scope of this proposed study and advised CECED and its partners to phase it out by focusing initially only on Pre-service Teacher Education in ECCE. In conformity with this advice, CECED conducted the present study to review practices in Pre-service Teacher Education in ECCE in India.

## **1.6 Objectives of the Study**

The major objectives of the study were to:

- a) Review availability, coverage and nature of pre-service teacher education in Early Childhood Care and Education and
- b) Inform policy level reforms in the area of teacher education in ECCE.

## Methodology

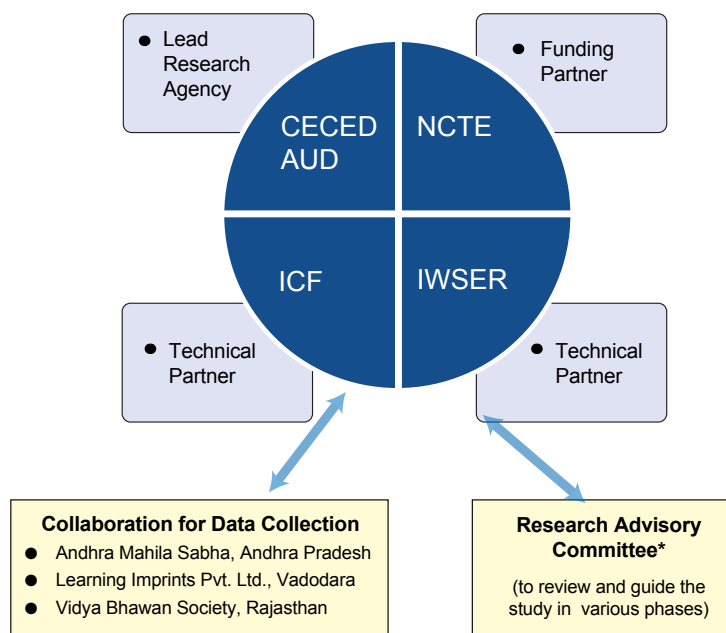
As mentioned in Chapter 1, this study reviewed pre-service teacher education provisions in ECCE, both operational in direct, and to some extent, distant mode. This chapter describes in detail the design and method followed for the study, including challenges faced in gathering information from the field. The challenges encountered in this study are particular to this field and exist primarily because of the unregulated nature of the sector and the fact that it has a variety of private, unrecognized providers on which information is difficult to access.

### 2.1 A Consultative and Collaborative Process

The hallmark of this study has been the consultative and collaborative process followed all through its implementation. Although CECED in Ambedkar University, Delhi (AUD) initiated and formulated the research proposal, the study was carried out in close partnership with Indus World School of Education and Research (IWSER) and ICF International, both professional organizations with experience and interest in the area of teacher training in ECCE. The study was co-sponsored by AUD and NCTE, with whom the proposal was shared and who expressed interest in sponsoring it. Given its multi state coverage, state level collaborations were also sought from Andhra Mahila Sabha, Andhra Pradesh, Learning Imprints Pvt. Ltd., Vadodara and Vidya Bhawan Society, Rajasthan who made significant contributions in collecting data from the respective states. In addition, for wider consultation and guidance, a Research Advisory Committee (RAC) was constituted comprised of ECCE experts, teacher educators, and practitioners from public, private and voluntary sectors across India. The Committee met three times in the course of the study and provided very valuable guidance.

This consultative and collaborative mode used for the study is presented in Figure 2.1.

*Figure 2.1: Teacher Education Study: A Collaborative and Consultative Approach*



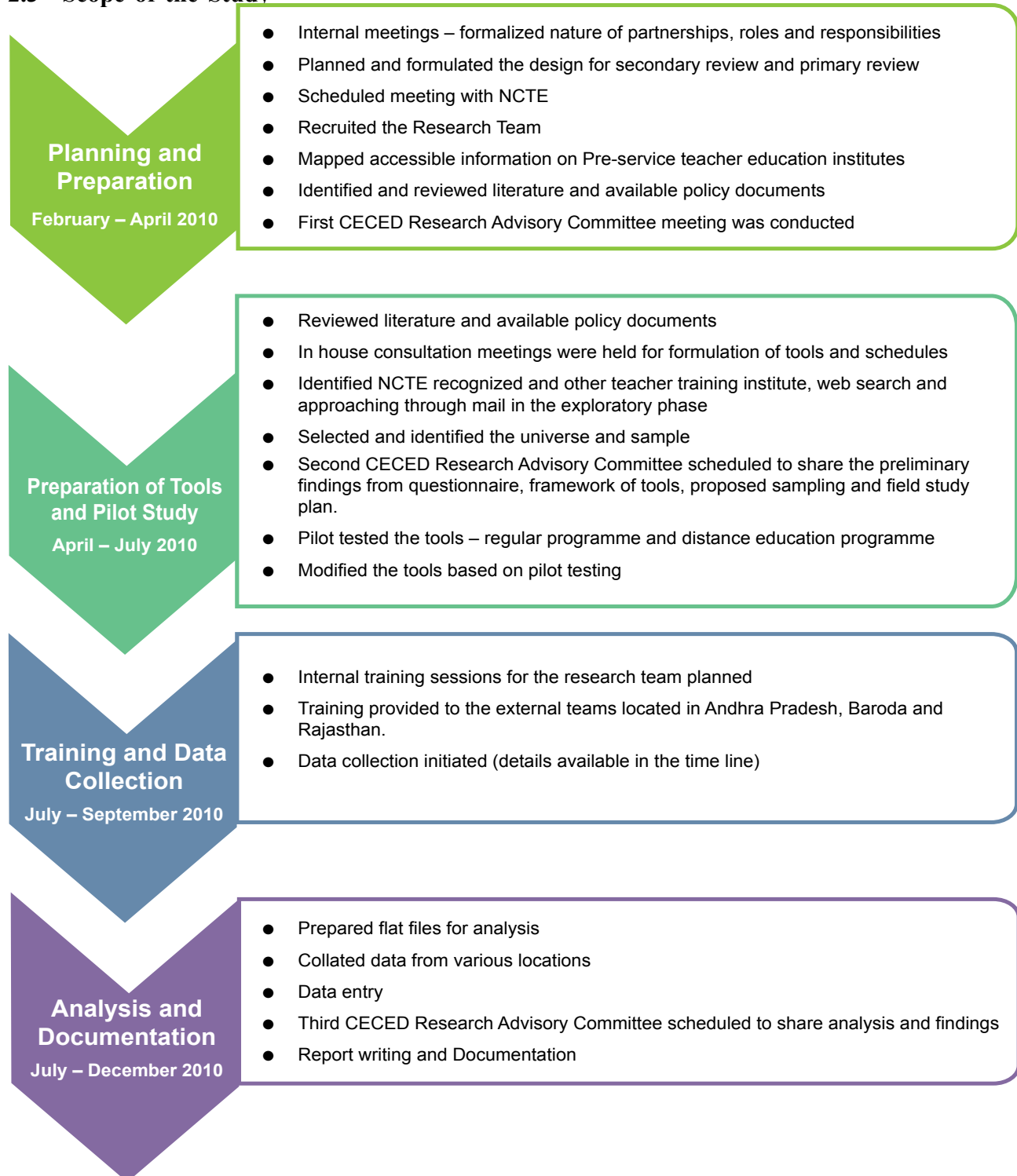


## 2.2 Project Timeline

Given the extensive scope of the review, the study was planned in two phases. Highlights of the entire process have been presented in the timeline below.

*Figure 2.2: Timeline for the Teacher Education Study*

### 2.3 Scope of the Study



The research design for this study evolved through a consultative process described above. The primary challenge encountered was defining the universe for the study, given that there was very little documentation or information available on the institutions. The approach adopted was to derive main categories of institutions known to be functioning in the country through common knowledge and ensure coverage of each category. The main criteria applied for categorizing the institutions were (a) management (b) regional representation (c) range of courses offered and (d) status of recognition.

Data was compiled from both secondary and primary sources. The initial phase of the study included a thorough review of the documents relevant for understanding policy provisions for teacher training available in India. In this context, documents from different sources such as National Council of Teacher Education (NCTE) framework, State Council of Educational Research and Training (SCERT) framework and National Curriculum Framework of Teacher Education (NCFTE), 2010 were reviewed.

In addition, it was also considered important to collate and compare multiple stakeholder perspectives on teachers and teacher education, for a more comprehensive review. These perspectives were considered significant from the point of view of ascertaining potential influences on teacher education in ECCE and in the development of the teacher education curriculum.

The research design thus included the following components:

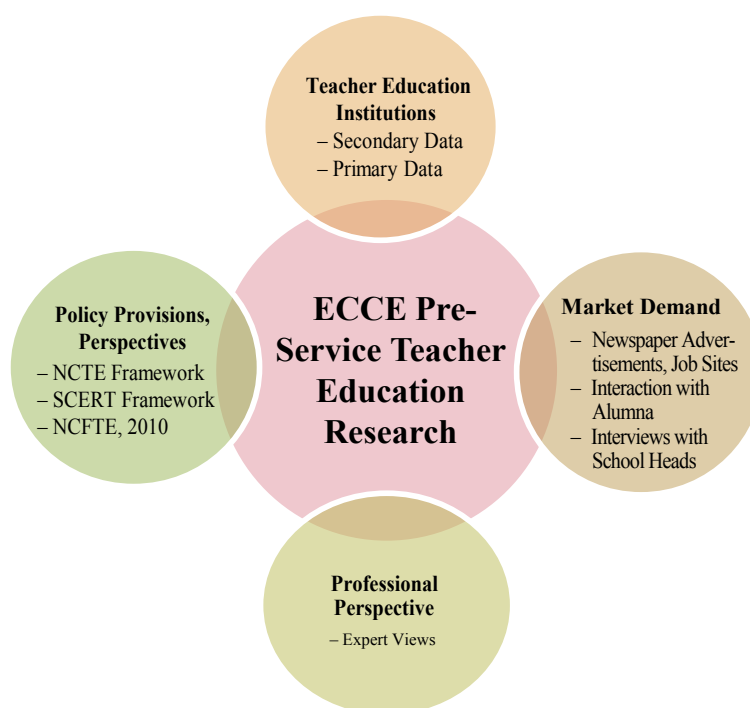
- a) Review of the teacher education institutions through questionnaires, interviews and field visits;
- b) Review of policy provisions and perspectives in India in the context of NCTE recommendations and regulations through review of secondary data;
- c) Interviews of experts and professionals in the field to collate technical and professional concerns; and
- d) Rapid appraisal of the market situation.

Figure 2.3: Presents the Various Components of the Study at a Glance.

## 2.4 Sampling Method

### *Mapping the Universe for the*

*Figure 2.3: Components of Teacher Education Study*



### ***Study:***

An attempt was made to compile an exhaustive list of institutions across the identified categories for sample selection for primary data. Attempt was made to gather information about the wide variety of courses on offer, their course content, fee structure, duration, eligibility and spread across the country.

The details of the exercise and sources of information used are provided below:

- 1) ***Information Available within the Team and Their Networks:*** The first route employed was through the experience and contacts of the research team. These contacts further provided references and helped identify the precise locations of some ECCE Pre-service Teacher Training Institutions.
- 2) ***Web Search:*** A second source for the mapping exercise included the web. Most of the ECCE teacher education courses on the web are referred to as NTT (Nursery Teacher Training) and PPTC (Pre-Primary Teacher Training Courses) and include courses run by private institutions, the NGO sector and university departments. A total of 275 out of 367 institutions were identified from the web and the rest identified from references provided by the Research Advisory Committee members and newspaper advertisements.
- 3) ***NCTE and NCERT:*** A third source was the NCTE and NCERT. The formal list of recognized courses in ECCE was obtained from the NCTE. However, many contact details provided in the list had not been updated. Attempts were also made, often unsuccessfully, to cross-check these details on the internet. All the NCTE recognized institutions were included in the study.

A list of trainees of the Diploma in ECCE course offered by NCERT was also obtained from NCERT. These trainees were contacted at the individual level to gather further information about NTT/ Diploma courses in ECCE in their respective states.

- 4) ***Newspapers Advertisements:*** ECCE Pre-service Teacher Education Institutions were also traced through scanning of advertisements in several national dailies, primarily in Delhi, and in some of the states visited for the study including Orissa, Chennai and Uttar Pradesh.
- 5) ***Research Advisory Committee References:*** Valuable support was received from some members of the Research Advisory Committee (RAC) who shared lists of ECCE Pre-service Teacher Training Institutions in their respective states. A few members made efforts to connect and reach out to various institutions in their states, especially where limited information was available. Information provided by the RAC members also helped authenticate the compiled data.

### ***Classification of Institutions***

The wide ranges of ECCE Teacher Training Institutions operational across the country were classified into three categories—Public sector, Private sector and NGOs. Two additional categories of Higher Education and Distance Education were included on the advice of the RAC. Each of the five categories was further subcategorized into ‘NCTE recognized’ and ‘unrecognized’.

Figure 2.4 describes the overall design and method followed in the study.

Figure 2.4: Design of the Teacher Education Study

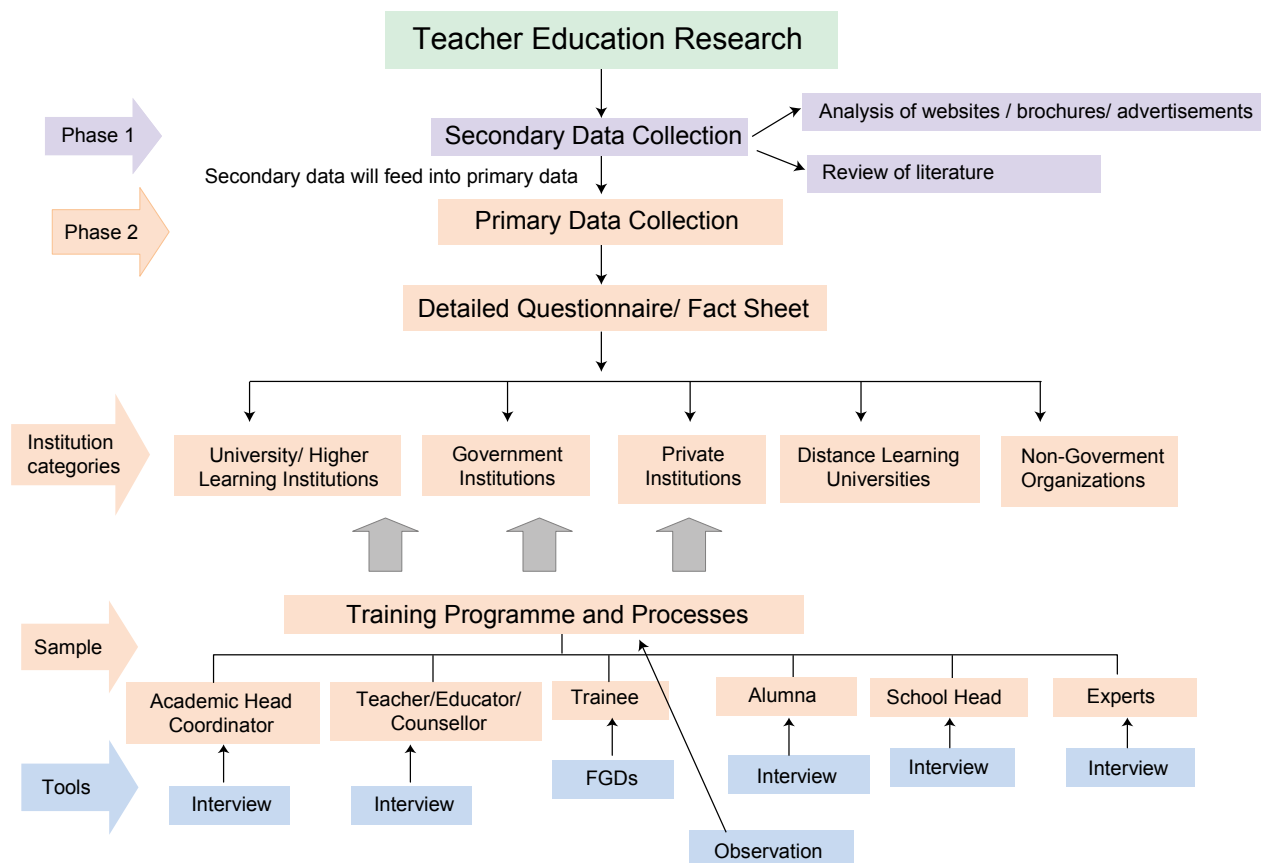
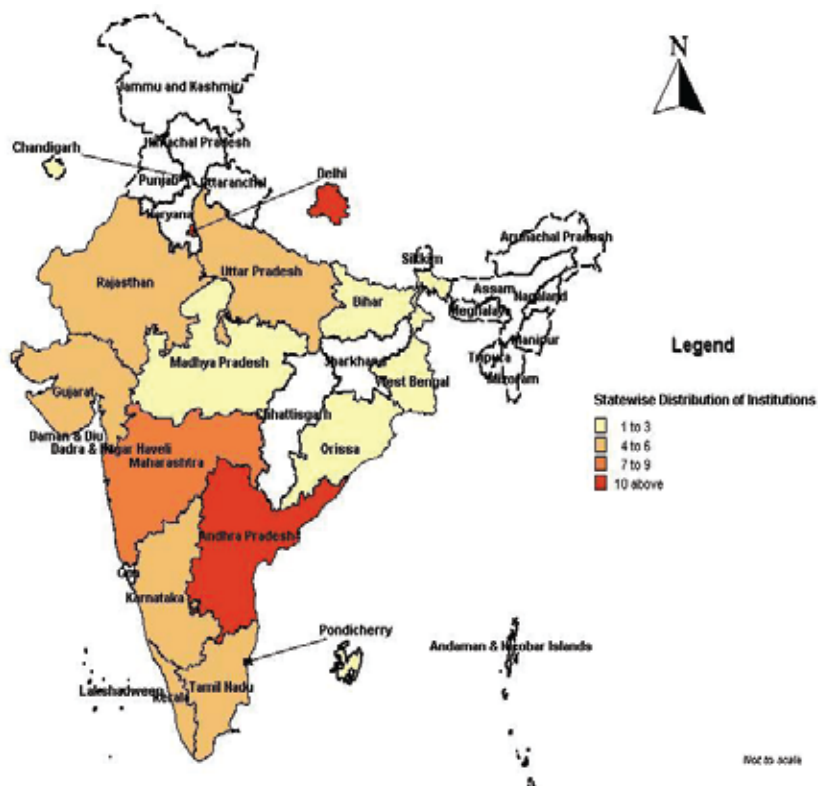


Figure 2.5: Geographical Mapping of Pre-service Teacher Education Institutions



### Operational Definitions and the Terms used in the Study

- 1) **University/ Higher Learning Institutions** deal with Colleges/ Institutions which offer ECCE teacher training courses at the *graduation level*. The courses under the category could be degree, *diploma or certificate courses*. The category includes government and private Universities/ Higher Learning Institutions that are recognized and unrecognized.
- 2) **Government Institutions** consist of institutions funded and implemented by the Government of India or the State Government and offer ECCE teacher education programmes recognized by the respective Government. The courses under this category are *diploma and certificate courses*.
- 3) **Private Institutions** include institutions that are privately funded and offer courses in ECCE teacher education. Some of these courses are recognized by NCTE and several others are unrecognized.
- 4) **Distance Learning Universities** cover universities/ institutions that offer distance education courses in ECCE.
- 5) **Non-Governmental Organizations (NGOs)** include organizations that are non-government and receive funds from registered trusts or societies. This category has been included in the study to understand and document the extent of their involvement in the ECCE sector.
- 6) **Recognized:** Teacher education programmes recognized by NCTE are listed as recognized courses.
- 7) **Recognized Others:** Teacher education programmes not recognized by NCTE but 'claiming' recognition from other sources were listed as 'recognised others'. The word 'claiming' here is significant because several respondents used the word 'recognized' as interchangeable with 'affiliated'.
- 8) **Not Recognized:** Teacher education programmes not recognized either by NCTE or any other organization were placed in this category.

\* For the purpose of final analysis, categories 7 and 8 were clubbed, given that only NCTE has the mandate to award recognition.

## 2.5 Sample Selection

The target population of the study was pre-service teacher education institutions in India. The *universe*, as was identified through the web-search, the NCTE list and 'contact mode'<sup>1</sup> was of 367 institutions (see section 2.1.4). Figure 2.5 and Table 2.1 provide the geographical mapping of these 367 institutions across the country.

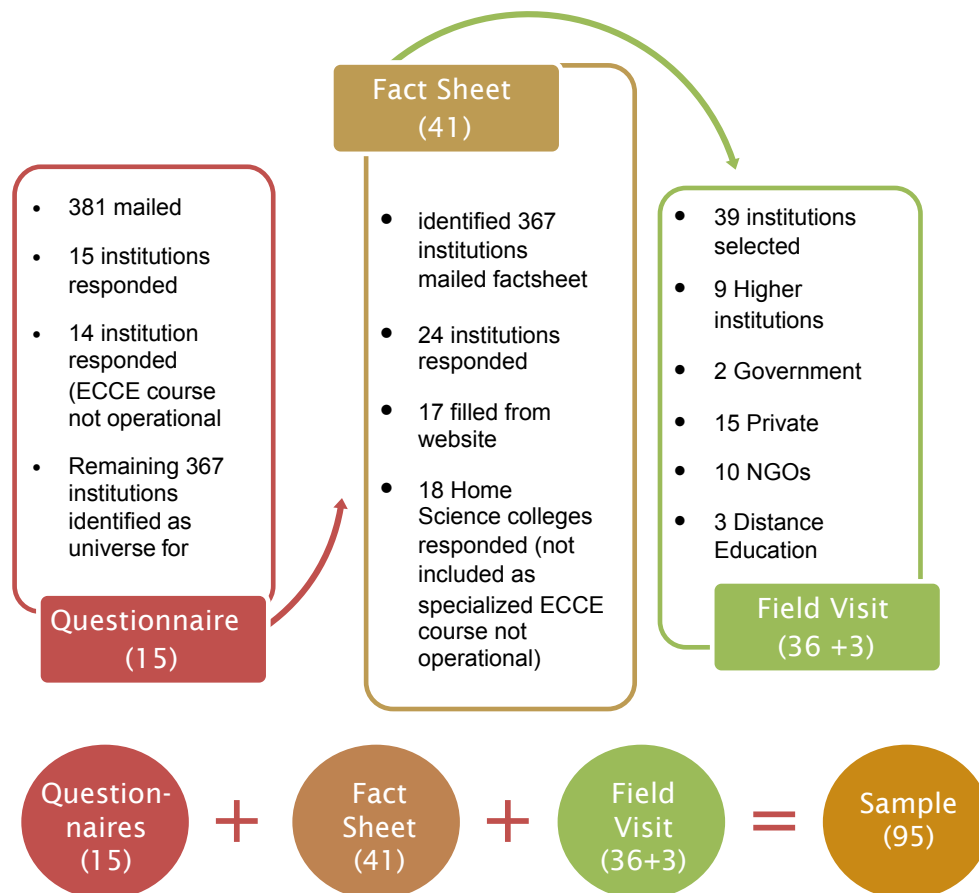
*Table 2.1 Statewise Distribution of Identified Institutions*

States	Recognized Institutions	Unrecognized Institutions	Total
Delhi & NCR	32	33	65
Gujarat	29	3	32
UP	8	15	23
Rajasthan	19	5	24
Karnataka	16	11	27
Maharashtra	5	49	54
Kerala	27	2	29
HP	24	—	24
Tamil Nadu	5	9	14
Puducherry	1	—	1
Orissa	9	11	20
MP	7	3	10
AP	3	20	23
Chandigarh/Punjab	6	2	8
West Bengal	—	6	6
Uttarakhand	4	2	6
Bihar	1	—	1
Other states/UTs	—	—	—
<b>Total</b>	<b>196</b>	<b>171</b>	<b>367</b>

<sup>1</sup> Tuli and Chaudhary, 2009

The process of sample selection was indeed complex and required a three step process, as described below and in Figure 2.6.

**Figure 2.6: Sample Selection and Data Collection at Various Levels**



**Step 1: Detailed Questionnaires:** Detailed questionnaires were prepared and sent out to 381 identified institutions. These questionnaires covered information on the philosophy and vision of the organization, objectives of the course, clientele, eligibility criteria/admission criteria, costs associated and profile of ECCE personnel. Of these only fifteen institutions returned the filled questionnaires. Fourteen institutions responded with the information that they did not offer ECE training courses and these were deleted from the sample, thus reducing the number from 381 to 367 institutions.

**Step 2: FactSheets:** Realizing the impracticality of expecting institutions to fill comprehensive questionnaires, simpler Fact Sheets were prepared, on advice of the RAC, asking for only basic information. The aim was to encourage participation in the study and to draw out a sample for the primary data selection. These Fact Sheets were then sent out to  $381 - 15 = 367$  institutions, of which only twenty four institutions responded. Seventeen fact sheets were filled from the web sites. Thus information on Fact Sheets was available for forty one institutions.

**Step 3: Field Visits:** From the fifty six institutions thus covered through Steps 1 and 2, thirty nine institutions were selected for direct field observations and interviews. Given the short duration of the study and limitation

of resources, the sample for the field visit was selected through a ‘purposive sampling’ method. While selecting the sample the following criteria were adhered to:

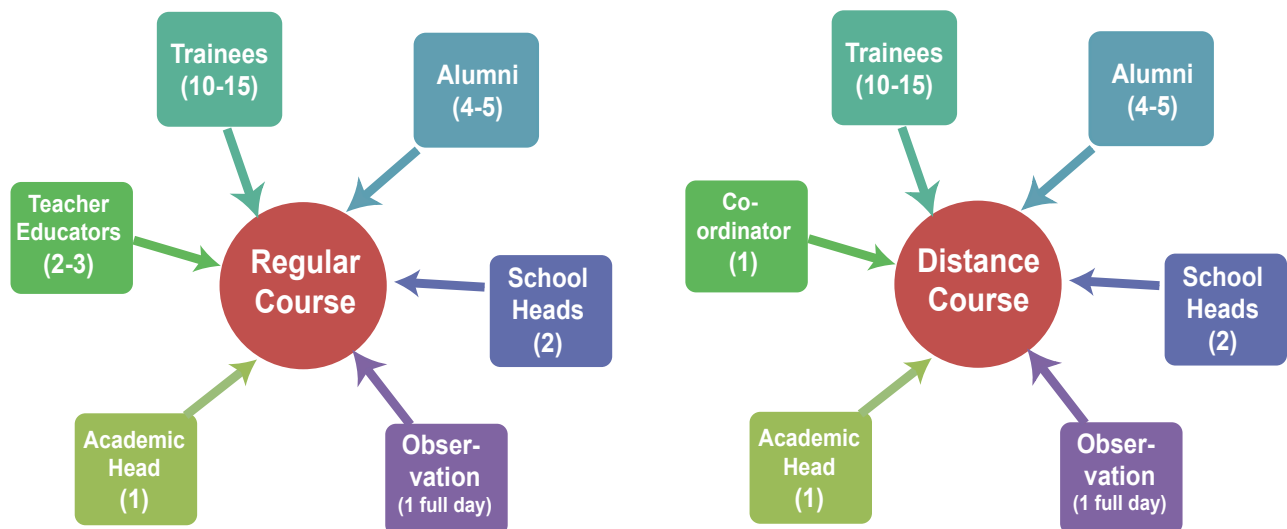
- Coverage of all five regions namely North, East, South, West and Central.
- Availability across all five categories and subcategories – (Higher learning institutions, Government, Private, NGO, Distance Mode)
- Cities with higher frequency of teacher education institutions
- Resource availability (Costs, time)
- Consent of the institution to be a part of the sample

In all thirty nine institutions were visited across eight states in the country viz. Delhi & NCR; Orissa, Gujarat, Rajasthan; Madhya Pradesh, UP; Tamil Nadu and Andhra Pradesh for a comprehensive review. These included thirty six institutions that provide training through direct mode and three by distance mode. Although thirty six direct mode institutions were visited, complete information on all aspects was ultimately available for only thirty institutions, which were considered as the final sample for analysis.

The institutions included for review of distance education were Indira Gandhi National Open University (IGNOU); National Institute of Open Schooling (NIOS) and Tamil Nadu Open University. For each of these, the headquarters and five study centers were visited.

For each institution that was visited, the range and number of interactions conducted through interviews and Focus Group Discussions is depicted in Figure 2.7, both for regular and distance education courses. Interactions were held with the head/coordinator, teacher educators, alumni, trainees and associated schools heads where alumni are teaching. A few school heads were also included to gauge the nature of the market demand. In addition, one class per course was observed for a full day.

*Figure 2.7: Range of Respondents Covered*



**Table 2.2: Sample Identified for Field Visits<sup>2</sup>**

S.No.	Regions/State	Higher		Government		Private		NGO		Distance		Total
		R	UR	R	UR	R	UR	R	UR	R	UR	
1	Delhi and NCR (North)	1				1			1		2*	5
2	Uttar Pradesh (North)		1	1					2			4
3	Andhra Pradesh (South)	1	1			1	5		1			9
4	Tamil Nadu (South)						2		1		1*	4
5	Orissa (East)	1					1		1			3
6	Gujarat (West)		3	1				1	1			6
7	Rajasthan (West)	1				1	2		1			5
8	Madhya Pradesh (Centra)					2	1				3	
<b>TOTAL</b>		<b>4</b>	<b>5</b>	<b>2</b>		<b>3</b>	<b>12</b>	<b>2</b>	<b>8</b>		<b>3</b>	<b>39</b>

## 2.6 Tools and Their Development

### *Preparation and Field Testing of Tools*

The process of tool construction was informed by the objectives of the study and related review of literature. A framework was developed for this purpose and Intensive consultation carried out among in-house team members some of whom had worked in teacher education institutions, so that the tools went through several stages of iteration before they were considered as final. Some tools were shortened and some common questions were placed in every tool for the purpose of triangulation of data. Simultaneously, the tools were also shared with NCTE to keep them abreast with the flow of the study. After necessary modifications, multiple copies of each tool were made for data collection.

All tools were proposed to be pilot tested prior to the main study. However, due to the academic calendar of the institutions which opened in July but classes started in earnest only in August, and time constraints in the study pilot testing of the Interview schedules for Teacher Educators and Academic Heads could be carried out. But the FGD framework and the observation tool for classroom observations could not be pretested because the trainees were not available at that time. Based on the feedback from the trialing, suitable modifications were incorporated in some of the statements and a few new items were added in the tools.

### *Description of the Tools*

(a) **Interview Schedule for Academic Head:** The respondent for this tool is the Academic head of the institute who manages the teacher education programmes in the institutions. This tool consists of forty one items that are designed to get in-depth information from the Academic Head about the teacher education programme on aspects such as factors influencing the design of the curriculum; the process of selection of content and activities, the pedagogical approaches used and the intuition's own beliefs about ECCE. One academic head of each Pre-service Teacher Education Institution was interviewed. A total of thirty three heads from regular training courses and four coordinators from distance education programmes were interviewed from different states.

<sup>2</sup> Sampling unit-36 direct mode institutions + 3 distance/open institutions



(b) ***Interview schedule for Teacher Educators:*** An interview schedule was developed to study the perceptions of the teacher educators. At least two teacher educators (in some cases three) from each Teacher Education Institution were interviewed to gather basic information on qualifications, training received, knowledge, awareness and practice, resources availability and utilization, opportunities for professional development, experiences, course design and transaction and their perceptions on a range of issues. This tool consisted of forty four questions. Seventy eight teacher educators from regular courses and seven counselors from distance education programmes were interviewed.

(c) ***Framework for Focused Group Discussions (FGD) with Trainees:*** A framework was developed to guide the FGD process with the student teachers to gather their perceptions about the training course. An FGD was held with a group of 10-15 trainees from each ECCE Teacher Education Institution and included discussions on their views about training design and content, transaction of the course, follow up and link with the field, issues of professional and personal development and views on improvement of courses. A total of twenty three questions served as a guide to seek the views of the trainees. In all, thirty FGDs were conducted at various training institutions with regular courses and 4 FGDs were conducted for the distance education programmes.

(d) ***Interview Schedule with School Heads:*** This schedule was administered with forty one heads of the school where graduates of Teacher Education Institutions were working and three school heads where the trainees of the distance education training programme were working. Two schools were identified for every Teacher Training Institution. The schedule had a total of twenty six questions that explored the nature of qualifications and experience expected by employers for selection of Nursery /Montessori Teachers. Their responses were sought on the effectiveness of a trained teacher Vs an untrained teacher. The role of schools in professional and personal development of teachers, issues and constructs in ECCE were other areas explored with them.

(e) ***Interview Schedule of Alumni:*** This interview schedule consists of thirty questions and specifically gathers feedback on the course and its relevance in actual ECCE work situations. Two to three alumni from each teacher education institution constituted the sample. Direct or telephonic interviews were administered to these individuals who had graduated from the identified Teacher Training Institutions and were working in various ECCE settings. In all, sixty three alumni from regular programmes and six from distance education programmes were interviewed for the study.

(f) ***Interview Schedule for Expert(s):*** A set of sixteen questions were included in this schedule with the objective of eliciting reflections and views of experts on the current status of teacher education in ECCE, emerging issues and their suggestions for the way forward. At least one eminent ECCE expert from each state visited was interviewed.

(g) ***Observation of Training Programmes and Processes:*** An observation schedule was developed in the form of a checklist to get an overview of the whole training programme on following areas viz. training approaches used, resource materials used, responsiveness to the needs of the trainees, content delivery, interaction strategies, feedback. A total of thirty observations in the regular programmes and three observations of the distance education programme were conducted during the course of the study.

**Table 2.3: Summary of Research Tools used in the Study**

S. No	Name of the tool	Objectives	Administered on	Time	Annexures
1	Questionnaire	Basic information on course and institutions	ECCE Pre-service Teacher Education Institutes	30 minutes 1 hour	IV
2	Interview schedule	Understand the process of planning, designing and Implementation of the Teacher Education Programme	Academic/ Programme Head	1 hour	V A, V B
3	Interview schedule	Understand the process of planning, designing and Implementation of the Teacher Education Programme	Programme Coordinator (Distance Learning)	1-1.5 hour	VI
4	Interview schedule	Understand the experiences of the educators of process of planning, designing and implementation of the Teacher Education Programme	Teacher Educator/ Counselor	1-1.5 hour	VII
5	Focused group discussions (FGDs)	Feedback on the course	Trainees	1 hour	VIII
6	Interview schedule	Recruitment criteria and follow up of trainees	School Heads	30 minutes	IX
7	Interview schedule	Feedback on training and course	Alumna	30 minutes	X
8	Interview schedule	Insights and experiences	Experts	30 minutes	XI
9	Performa for classroom observation	Facilities available and transaction of the course, methodology	Training Programmes	Full day	XII

The above tools were administered in at least one institution in all of the four categories identified viz. Higher Learning Institutions, NGOs, Private and Government Institutions. For distance learning institutions, the same tools were adapted to accommodate the specifics of distance mode education.

## **2.7 Process of Data Collection and Training of In-house Members and Field Investigators**

Since there was a time constraint with the study to be completed in six months' time, and institutions across eight states identified for the field visit, CECED sought help from some of the RAC members to partner in the process of data collection. The three state partners included Vidya Bhawan Society, Udaipur (for Rajasthan); Andhra Mahila Sabha, Hyderabad (for Andhra Pradesh) and Learning Imprints, Vadodara (for Gujarat).

**Training of Investigators:** Before venturing into the field, systematic and hands-on training of in-house members and the hired field investigators was organized. The training was of two days' duration. In the course of the training, guidelines for administration of the tools were communicated, the terms in the tools were operationally defined, mock-executions/filling of tools were carried out and all the team members were guided on the tools. CECED team members visited the three states, Andhra Pradesh, Rajasthan and Gujarat to train the research teams of the state partners.

**Data Collection:** The major part of data collection was conducted by in-house members in Orissa, Madhya Pradesh, Chennai, Uttar Pradesh, Delhi and NCR. Help of local regional facilitators was also solicited for gaining access to certain organizations and coordinating with the institutes. Data collection in Rajasthan, Gujarat and Andhra Pradesh was carried out through the collaboration teams with the help of hired field investigators. To ascertain market needs in different states, relevant advertisements for ECCE positions in regional newspapers were compiled by the visiting research teams in the field especially from Orissa, Madhya Pradesh, Delhi and Chennai.

The schedule of data collection followed for each state is given below:

**Table 2.4: Time Plan for Data Collection**

Schedule for Training and Collection								
JULY				AUGUST			SEPTEMBER	
14th	20th	23rd	26th-31st	1st-7th	9th-14th	16th-21st	26th-28th	5th-10th
Internal team training	Delhi field visit		Delhi field visit	Orissa field visit	Delhi field visit	Chennai field visit	Saharanpur field visit U.P	Allahabad field visit U.P
				Madhya Pradesh field visit				
		Rajasthan Training	Rajasthan field visit					
	Gujarat Training	Gujarat field visit		Hydreabad Training	Hyderabad field visit			

## 2.8 Challenges and Complexities

During the process of the study, the research team encountered several challenges. A few are shared below:

**Regional Representations:** No institutions in ECCE teacher education could be identified in the North-East Region. All efforts to locate through web search and through communication with state personnel did not yield any information.

**Contact with Institutions:** Identification of teacher education institutions in ECCE proved to be a major challenge. Information from the two main sources, the web and the NCTE list was often incomplete. Even for those identified, procuring reliable contact details was equally difficult. Many identified from the NCTE list of recognized institutions could not be contacted because the addresses and contact details were incorrect.

**Responsiveness:** As many as fifteen institutions declined to participate in the study. Several school heads were not interested in the study and this resulted in a shrinking of the catchment area of the sample. Most of the private run institutions showed no interest in the study. Very few institutions responded to the questionnaire and the fact sheet. Aggressive follow up was necessary to get them to respond.

**Logistics and Cost Effectiveness:** The major challenge for the team was to cover the wide range of institutions in all the four regions in a short duration of time. Fortunately, coordination of logistics with state partners in Rajasthan, Andhra Pradesh and Gujarat proved valuable.

**Vacations, Academic Year and Closing of the Institution:** Aligning the field work with the academic calendars of the institutions was also particularly challenging, especially because of a time constraint. For instance, pilot testing of tools was to be done in the month of June. Pilot testing of all the tools could not be conducted because of the unavailability of the respondents. Similarly, in a few institutions complete data could not be collected because more than one visit was not possible.

Efforts were made to arrive at uniformity in the number of sample units for different components of the study across different tools. Despite this, the number fluctuated from tool to tool and within tools given significant variations in information elicited on different variables. Thus the 'N/n' is likely to differ for different components of the study; the relevant number is accordingly mentioned at appropriate places. Variations also emerged because of availability of respondents. For instance, during the course of data collection, in a few institutions, observations could not be carried out because the sessions were not being facilitated or at other times, interviewees were not available<sup>3</sup>.

## 2.9 Data Processing and Data Analysis

The data gathered from review of websites, pamphlets, and responses received from ECCE Pre-service Teacher Education Institutions was regularly tabulated in excel sheet. The fact sheet analysis was separated from the detailed data received from other sources of data collection. Data thus obtained was subjected to Bivariate and to a small extent multivariate analysis.

The data obtained from interviews and group discussions through field visits were qualitatively analyzed and subjected to content analysis and response categories were coded. The data received from the distance education course was qualitatively analyzed separately.

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<sup>3</sup> Of the 36 Regular Institutions visited, 30 observation schedules were filled.

### Findings from the Study

As mentioned in Chapter 2, it was not possible to compile an exhaustive list of the teacher training institutions across the country, due to non-availability of any official records. While this is a significant but unavoidable limitation in this study, it can perhaps be assumed, to an extent, that the sample compiled for the study reflects the profile of the larger universe. This assumption is based on the fact that the basis of identifying the institutions was fairly random, with no predefined criteria. The study has brought forth several issues which need to be addressed on priority. These interestingly are in consonance with international research and feedback from other countries too. Across countries the problems identified includes: the less-than-ideal characteristics of most candidates who enter the profession; curricula of poor quality; too much emphasis on theory and little or none on practice; programmes that are too short; a weak relationship between programmes and school practices; the poor preparation of teacher educators; and lack of attractive characteristics of the teaching profession (such as low status and low salaries), which, in turn, affects who enter the profession, who stays and for how long (Villegas-Reimers, 1998). The results obtained from the study have been presented and discussed thematically in terms of the different aspects of pre-service teacher education in ECCE, that were explored in the study. These include:

- a mapping of the teacher education facilities in the country in terms of their availability and distribution, their structure and basic features,
- physical facilities,
- the curriculum followed
- the profile of the teacher educators.
- the perceptions and perspectives from different stakeholders have been analysed to understand how these contribute to the complexities that characterize the field of Early Childhood Education in the country.

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- the profile of the teacher educators;
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## Teacher Education Institutions

### 3.1.1 Teacher Education Institutions – A Map

An overview of the pre-service teacher education institutions in the country, as it emerges from this study, is one characterized by wide, unplanned and inequitable variation, whether it is in terms of management types, state wise distribution or even basic structure. Given the geographical, social and linguistic diversities that exist across the country, this variation would be expected and could have been accepted, but not if it is likely to compromise on the standards or quality of teacher education delivered through these institutions. The findings and discussion that follow raise some of these issues.

*Figure 3.1.1: Number of Teacher Education Institutes as per 'Management Types'*

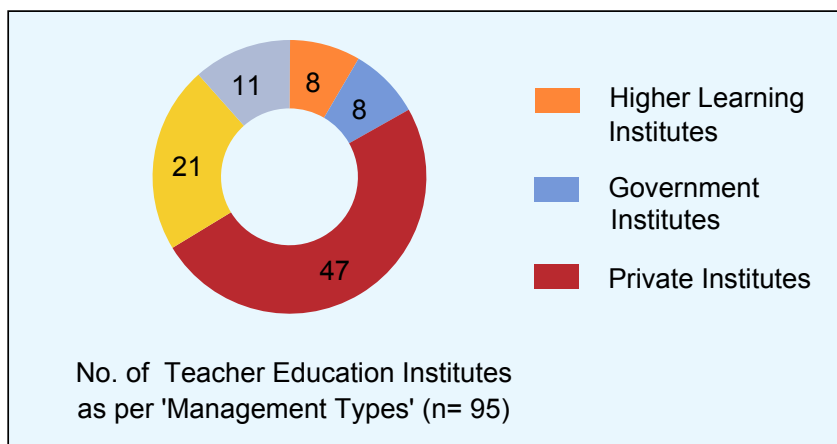


Fig. 3.1.1: N= 95<sup>1</sup>

### 3.1.2 Institutions by Type of Management

The survey clearly demonstrates the major role played by the private sector in the area of teacher education in ECCE, with a majority (50 percent) of the teacher education institutions being private initiatives. The NGO sector is next in terms of the number of ECE teacher education institutions. There are significantly a very negligible proportion of institutions in the government sector. This is possibly also a reflection of inadequate emphasis on provisions for ECCE in the government system and therefore the low demand for trained teachers and for teacher education facilities.

<sup>1</sup> **Data Source:** Institution wise-54 Detailed questionnaire and 41 fact sheets including distance education institutes

More specifically, an analysis of the ninety five institutions covered in the study yielded five categories of Institutions in terms of Management types viz. Higher Learning Institutes, Government Institutes, Private Institutes, Non-governmental Organizations (NGO) and Distance Learning Institutes. These Institutes were selected from all five regions of the Country namely North, East, South, West and Central in order to have a wide and somewhat representative, coverage for the study. The respective numbers in each category are depicted in Figure 3.1.1 above. An important finding from this analysis is that while there is considerable emphasis in the professional discourse in teacher education on encouraging engagement of universities and higher learning institutions in teacher education, in reality there are very few higher level institutions at the university level that are offering any teacher education courses at all.

### 3.1.3 Distribution of Training Institutions in ECCE by State

A distinct inequity is evident in the geographical mapping of the institutions across the country, with some regions and states completely devoid of any teacher education facilities in ECCE (Figure 3.1.2). In terms of the geographical spread, majority of the Institutes identified were mainly from just two States, namely Andhra Pradesh and Delhi/NCR region, with each of these two states yielding more than ten teacher training Institutes per state, for the sample. In contrast, a clear gap seems to exist in states in the extreme north and north east of the country, from Haryana and Punjab to Himachal Pradesh, Uttarakhand and Jammu & Kashmir and in all five north eastern states where even one institute could not be identified, despite focused efforts. Possibly a similar situation exists in states of Jharkhand, and Chhattisgarh as well. Evidently, in the past there was substantial number of institutions in the states of Maharashtra and Gujarat; the numbers are now reported to be steadily declining with institutions closing down due to low demand. The issue of inequitable access to ECCE teacher education across many states thus emerges as a serious concern in this study.

### 3.1.4 Recognised vs Unrecognised Institutions

The term ‘recognized’ in the context of this report refers to only those institutions recognized by NCTE. There were some institutions that reported being recognized by other organizations; for example , NCERT, Andhra Pradesh Agriculture University, SNDT University, Mumbai; Secondary Board of Education, Madhya Pradesh; Indian Montessori Association; Association of Montessori International; Andhra Mahila Sabha, Hyderabad; Bharat Seva Samaj, Karnataka; Pratham, Mumbai; SEWA, Rajasthan, ISO, Germany among many others!

#### **Rough Road to Stay Recognized’**

One of the heads we interviewed of an NGO run institution shared that the NCTE has rigid norms for teachers’ qualification which makes it difficult to get teachers from a village setup, forcing them to drop the recognition.

Since, NCTE is the sole statutory authority for granting recognition to all teacher education institutions, including those for ECCE, those institutions which claimed other sources of recognition were classified as unrecognized.

The study demonstrates very clearly that almost 63.4 percent of the institutions offering teacher education across all four categories, except government are unrecognized (Fig. 3.1.3). Of these, 52.7 percent are as expected from the private and NGO sectors. Interestingly, in the private sector the number of recognized and



unrecognized institutions is exactly equal, whereas in the NGO sector the number of recognized institutions is almost negligible. While the specific norms for recognition laid down by NCTE could be reviewed and debated and may need revisiting, the concern is the current lack of any effective system of regulation or of ensuring standards, which is reflective of what appears to be more or less a laissez faire situation that seems to be prevailing in such an important subsector of education i.e. teacher education.

**Figure 3.1.2: State wise Distribution of Teacher Education Institutes**

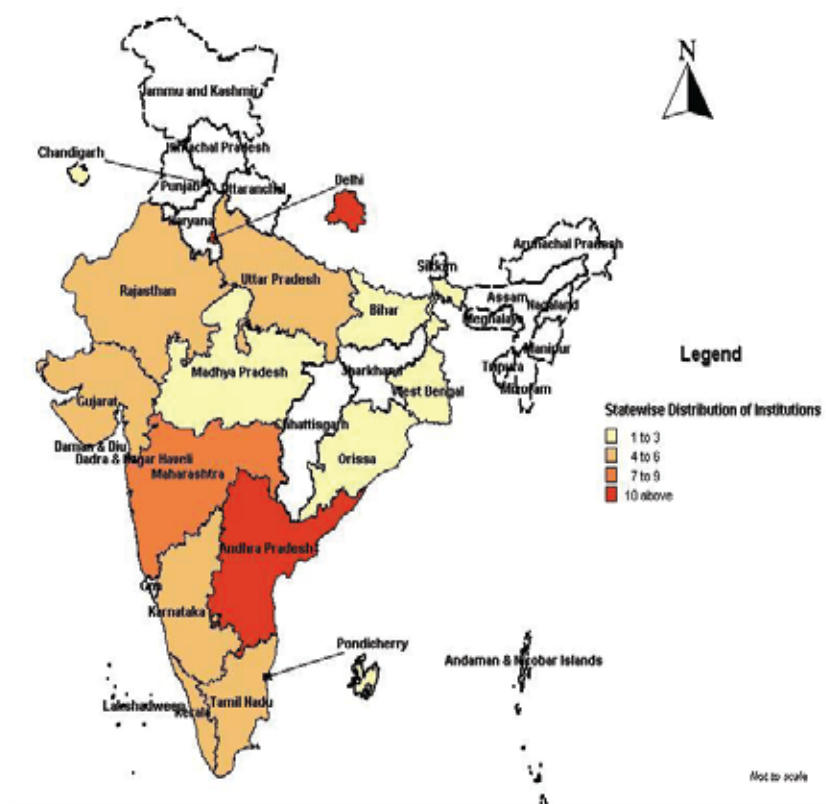


Fig. 3.1.2: N=367

**Figure 3.1.3: Distribution of Recognized vs. Unrecognized Institutions by Management Category**

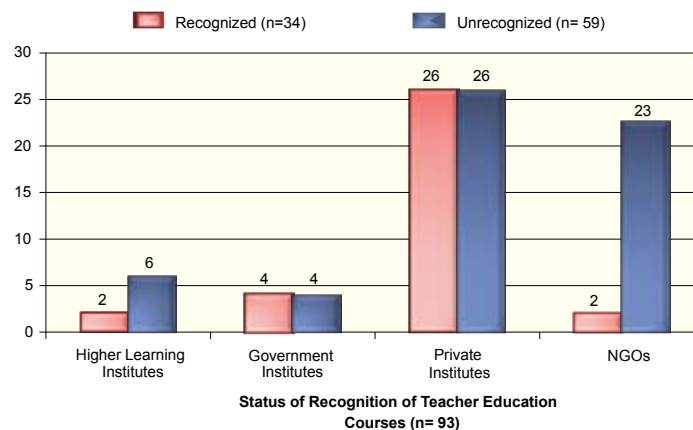


Fig. 3.1.3: N= 93<sup>1</sup>

<sup>1</sup> **Data Source:** 49 Detailed questionnaire + 44 Fact sheets excluding distance education institutes

### 3.1.5 Variety in Teacher Education Courses

(a) **Full Time vs. Part Time Courses:** The survey indicates that majority (76.19 %) of the ECCE Teacher education courses are run on a full time basis, with only very few run as part time. Only three out of the forty seven courses (Certificate and diploma courses) provide both options. It's possible that this lack of flexibility may affect the demand for training, especially from untrained teachers who are already in the job situation and who would prefer more flexible options.

**Figure 3.1.4: Full Time vs. Part Time Courses by Status of Recognition**

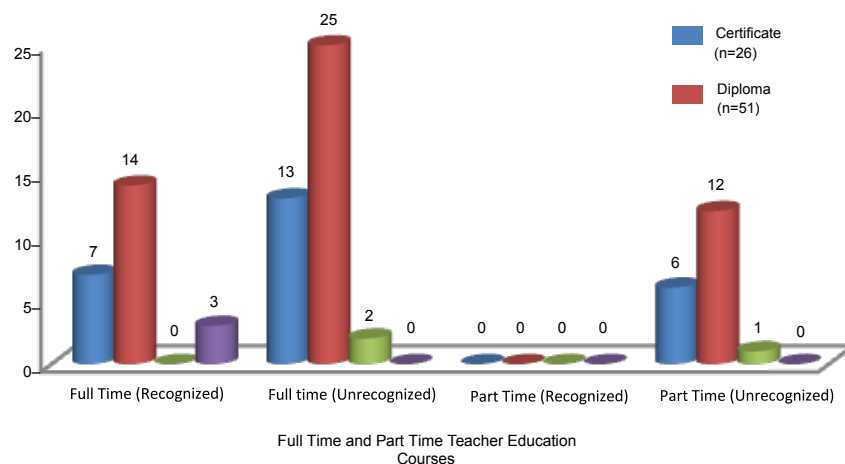


Fig. 3.1.4: N = 84 (Recognised – 24 & Unrecognised – 60)<sup>2</sup>

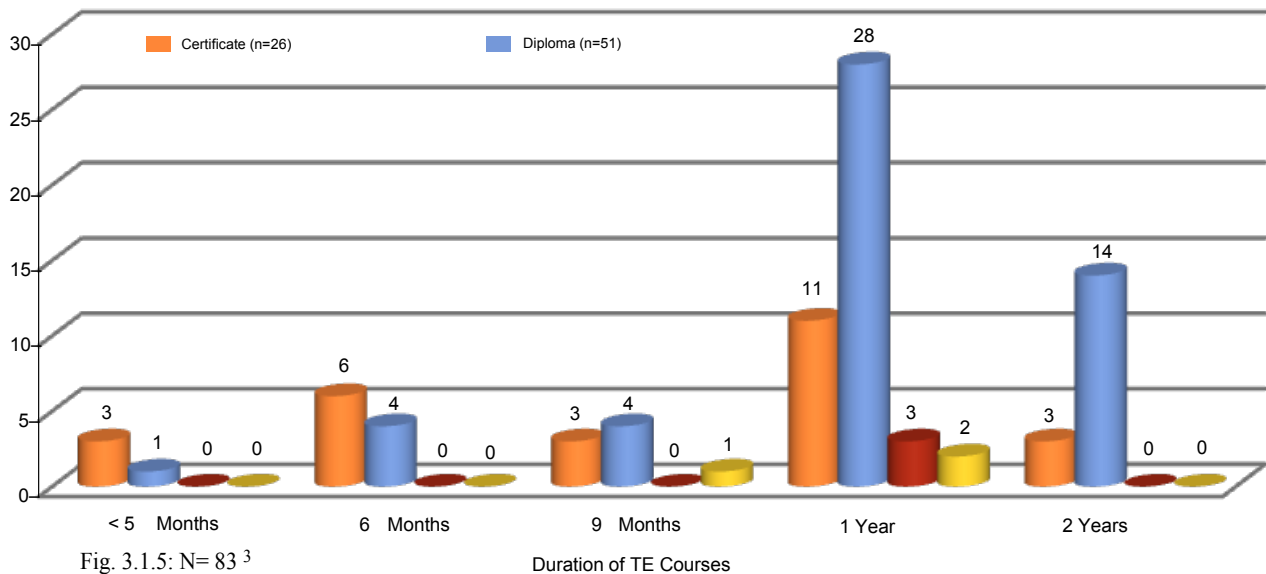
Interestingly, the larger proportion of part time courses are in the unrecognized sector, both with regard to Certificate and Diploma Courses, which is possibly expected, given that the NCTE norms do not allow for any part time course options. The Diploma courses were found to have the part time option more frequently as compared to the Certificate courses. It was also found that one out of the three Advanced diploma courses is also available as a part time course.

(b) **Duration of Courses:** On the one hand, NCTE specifically mandates the ECE/Nursery training to be of two years' duration, as per its specifications. On the other hand, as depicted in Figure 3.4, the status with regard to duration of courses is fairly anomalous across institutions. The study found a wide range in duration across both recognized and unrecognized courses, irrespective of the nature of certification. For example, within courses awarding Certificates in ECCE teacher education there is a variation in duration from 3 to 5 months, to even 2 years, thus rendering the certification process invalid. Similarly, for the Diploma Courses, the range appears to vary from a few courses of less than 3 to 9 months to a majority of courses of a full year's duration. A few are even of 2 years' duration. This also points to the need to include duration as an indicator/standard in the specifications by NCTE in terms of not just years but also number of contact days and hours.

<sup>2</sup> **Data Source-**Courses from (49 Detailed questionnaire (with 3 inst. offering both part time and full time)+ 32 Fact sheets excluding 12 fact sheets not mentioned)

It is a matter of concern that even within the ‘recognized’ institutions there is variation in duration. For example, of the forty seven courses on which detailed information is available in the study, twenty three institutes’ offer Certificate courses of which seven are recognized by NCTE. Even within these seven, the duration varies from 9 months to 2 years, with majority falling in the category of 1 year duration. Similarly, of the fifty one courses offering Diploma in ECCE, only three are recognized by NCTE; but these also report a duration varying from 1 to 2 years, indicating variation in compliance. The positive finding is that the recognized courses are of minimum nine months’ duration, while the sixteen unrecognized certificate courses show wide range from 3 months to duration of 2 years (Fig. 3.1.5).

**Figure 3.1.5: Certification and Variations in Duration**



This wide variation in duration across both recognised and unrecognized courses calls for a serious review of the NCTE norms which prescribe duration only in terms of number of years and not in terms of specific number of contact hours and days, which has more relevance for the quality of training.

Across the institutions surveyed in the study, only three courses were found to be offering an Advanced Diploma and three offering degrees. The recent National Curriculum Framework for Teacher Education (2010) recommends upgrading of the professional standards of teacher education in all stages of education through involvement of higher learning institutions. The fact that at present there are very few courses in the higher education sector is a clear pointer to the need for expansion in this area particularly to meet the need for capacity strengthening and professional development of not only teachers but also teacher educators, supervisors and administrators.

<sup>3</sup> **Data Source**—Courses from (48 Detailed questionnaire (with 3 inst. offering both part time and full time) and excluding one not mentioned 32 Fact sheets excluding 12 fact sheets not mentioned)

### 3.1.6 Eligibility Qualifications for the Courses

The situation with regard to eligibility criteria remains equally anomalous (Fig. 3.1.6). The NCTE has stipulated Class XII as the eligibility qualification. Among the recognized institutions, 50 percent of the conformed to this qualification while 36 percent reported graduation. Thus, 86 percent of the recognized institutions did meet the criteria. However, the expectation from recognized institutions would be of 100 percent compliance. The concern is that 14 percent of the recognized institutions reported only Class 10 as the eligibility qualification. Across the Unrecognized category, all the three levels of qualifications, i.e. Class 10, 12 and graduation are more or less equally reported, with one institution even reporting post-graduation as the minimum eligibility. Overall, a significant finding is that as many as 30 percent (14/52) of the institutions report Class X as the minimum qualification for admission to their courses.

*Figure 3.1.6: Eligibility for Entry*

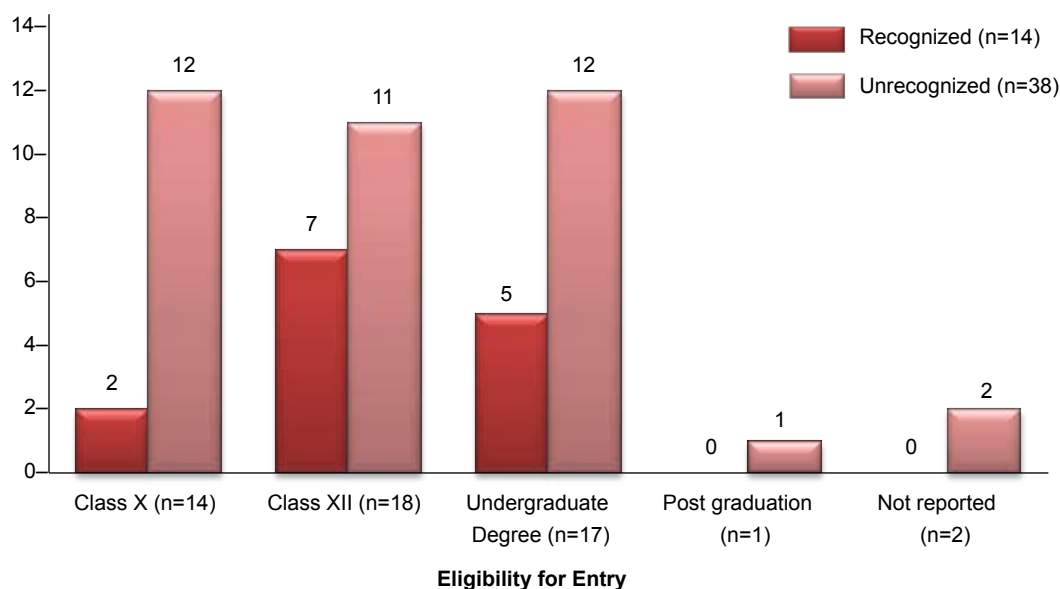


Fig. 3.1.6: N= 52 <sup>4</sup>

## Conclusions

An analysis of the results in terms of distribution, management, eligibility and structure of the teacher education courses in ECE clearly indicates some significant concerns. On the one hand the government has, vide the amended Article 45 and Section 11 of the RTE, mandated all state governments to endeavour to provide preschool education to all children between 3 to 6 years of age, which will it is hoped, lead to expansion of this sub stage of education in the government sector too; simultaneously the private sector initiatives in this area are also rapidly expanding to even the remote rural areas. On the other hand, teacher education facilities in ECE, as the study demonstrates, are very inequitably distributed with many northern and north eastern states in particular completely out of the ambit. Where they are available, there is wide variation in

<sup>4</sup> **Data Source:** Courses from 49 Detailed questionnaire excluding distance education (3 institution with more than 1 course)

their structure, eligibility and duration with little or no adherence to the NCTE prescribed norms. Although ECCE teacher education is included in the terms of reference of the NCTE, its systems and mechanisms for regulation and quality assurance and its current specifications appear to be far from effective and needs urgent review. If unattended, this situation can have serious implications for the quality of preschool education children will be getting through untrained or poorly trained teachers, especially at this foundation stage of their development and education.

## Physical Infrastructure and Facilities

The NCTE has laid down very specific norms and standards for the infrastructural requirements for a Teacher Education institution for ECCE. These relate to land ownership and built up area, classroom size and number and a host of other facilities like library, resource centers, toilets, space for games and sports, hostels etc (See Annexure III for NCTE norms and standards). Some facilities like lab area/nursery school are stated as desirable. The study used these norms as the reference point for examining the facilities available in the Teacher education institutions. These were particularly examined in a comparative frame between recognized and unrecognized institutions across the thirty institutions where observations were possible, out of the thirty six institutes visited across states. These exclude the Distance education related institutions. The results are discussed in terms of each category of specifications.

### 3.2.1 Classrooms

(a) **Number of Classrooms:** The NCTE norms specify the requirement as two classrooms of minimum dimensions of 500 sq ft. each, to accommodate one batch of 50 student teachers. The study examined the extent to which this specification is adhered to. As evident in Figure 3.2.1 below, of the thirty institutions more than 50 percent did not meet with this standard, since they had only one classroom. Interestingly, a disaggregated analysis in terms of recognized and unrecognized institutions indicated a similar trend for both sets of institutions implying inconsistent compliance to norms.

Figure 3.2.1: Number of Classrooms vs. Type of Institute

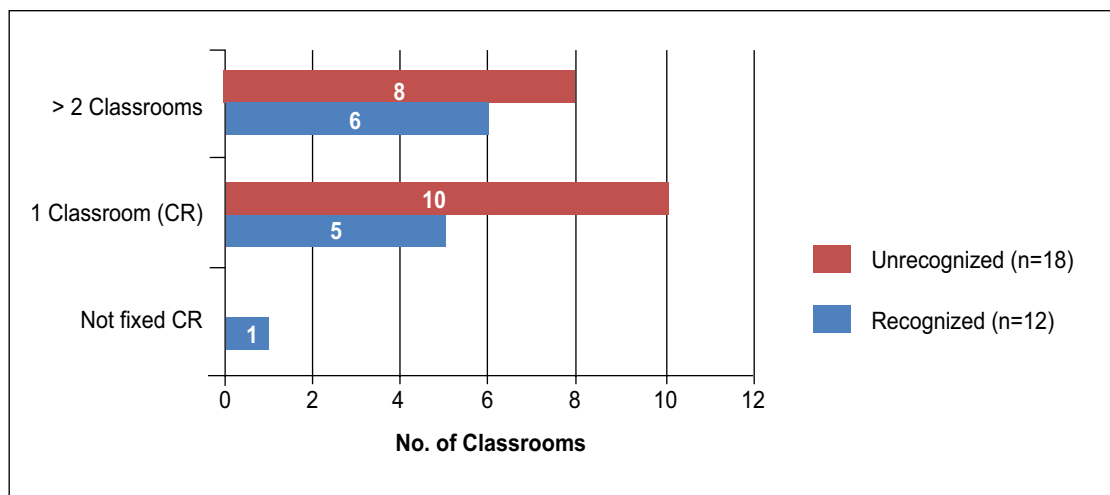
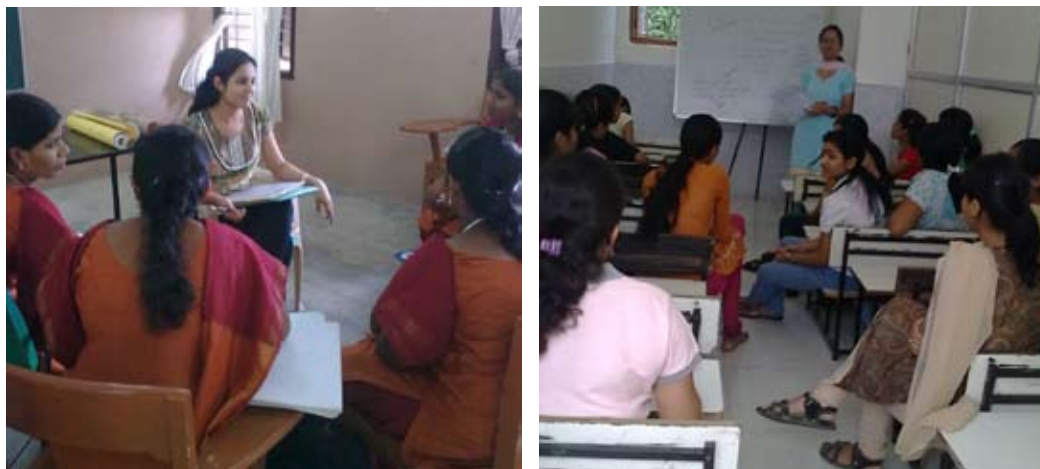


Fig. 3.2.1: N=30 (Recognised =12, Unrecognised = 18)<sup>1</sup>

<sup>1</sup> **Data Source:** 30 observation schedules (Of the 36 Regular Institutes visited)

Of the twelve recognized institutions, five had only one classroom and one institution had no fixed classroom at all. The situation was somewhat worse for the unrecognized, wherein only eight out of eighteen institutions had the required two classrooms. While it is not clear to what extent two classrooms would add to the efficiency and productivity of the institution, given a single batch of 50 or less students found in most institutions, the concern is to what extent do norms and specifications laid out by NCTE really inform the process of awarding of recognition. This is a significant concern pointing sharply towards the need for a more efficient appraisal and monitoring system.



**(b) Size of the Classrooms:** With respect to this specification, the situation was found to be somewhat better. Of the thirty institutions visited, twenty three institutions had classrooms of the required dimension of 500 sq ft or more. However, there was no difference found between recognized and unrecognized institutions on this parameter. While of the twelve recognized institutions nine had the required size of classrooms, of the eighteen unrecognized institutions also fourteen showed a similar trend. While it could be debated whether two classrooms are really an essential requirement for quality or not, the recurrent concern is more to do with the current system of regulation by NCTE, which allows even three institutions to get recognition without compliance to norms.

**Figure 3.2.2: Dimensions of the Classrooms vis-à-vis Norms**

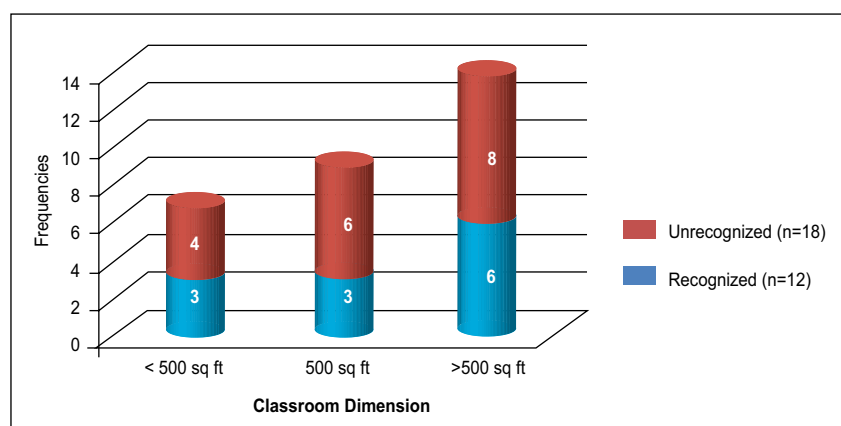


Fig. 3.2.2: N=30 (Recognised =12, Unrecognised = 18)<sup>2</sup>

<sup>2</sup> **Data Source:** 30 observation schedules (Of the 36 Regular Institutes visited)

**(c) Number of Classrooms vs. Batch Size:** The adequacy of the classrooms is closely linked to the number of students that are required to be accommodated i.e. the batch size. NCTE specifies a batch size of 50 student teachers. Of the total institutions surveyed, only twenty two institutions provided information on both batch size and classrooms. Of these the majority (16 institutions) reported only one batch and that too of less than the prescribed 50 students. This may be linked to the short duration of many courses. The fact that the batch size was not found to exceed 50 is possibly also an indication of the declining demand for these ECE Teacher education courses. This could be due to the fact that training, as of now, is not yet a requirement in preschools, with no system in place for enforcing registration or recognition for preschools.

**Table 3.2.1: Number of Classrooms vs. Batch Size**

Batch size No. of classrooms	Less than 30	31 – 50	51 and above	Not Mentioned	Total
Less than three	5	5	2	0	12
4 – 6	2	3	3	3	11
More than 7	0	1	1	0	2
Not mentioned	0	0	0	19	19
<b>Total</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>22</b>	<b>44</b>

Table 3.2.1: N= 44 <sup>3</sup>

In terms of number of classrooms vis. a vis. batch size, no clear trend is observable. Most institutions that have batch sizes less than 30 have less than three Classrooms, although interestingly two institutions with the same batch size have 4-6 classrooms! Similarly, among those institutions which have a batch size between 31-50 student teachers, majority have less than three classrooms, whereas one institute reported more than seven classrooms with the same batch size! So clearly what one derives from this analysis is that it is difficult to establish any association at all between the two categories. Possibly the anomaly is the definition of classroom; the additional rooms may be resource rooms, art room etc which are being counted as number of classrooms. The other explanation for lack of any association may be that the number of batches was reported to be only one in every institution and therefore there was no variance.

### 3.2.2 Availability of other Physical and Instructional Facilities

The NCTE norms also include specifications regarding some additional facilities like library, resource rooms, lab preschools, audio visual material etc (Annexure III). Status of each of these categories of facilities is reviewed below on the basis of direct observations (and not reported data) of 30 institutions visited by the research team, across eight states.

**(a) Library:** NCTE specifies a library with 1600 books as an essential requirement for every teacher education institution. While the need for a well resourced library cannot be overestimated in an educational institution, and more particularly in a teacher education institution, it is not clear what considerations determined the exact number of books specified. Of the thirty institutes visited, twenty two were found to have some kind of a library at least. Of these nine institutions were found to have library with above 1000 books and journals. The disconcerting finding, which is more or less a recurrent theme in this chapter, is that despite a library

<sup>3</sup> **Data Source:** 44 Fact sheets course wise excluding distance education



being an NCTE specification, three of the recognized institutions did not have any library at all. The positive finding is that in comparative terms the unrecognized institutions were observed to have a better proportion of Books and Journals as compared to the recognized institutions. This observation clearly points to the need to emphasize on quality of the library resources rather than the mere number, in terms of ICT enabled resources and relevant thematic categories of books, journals and other reading materials. Interestingly, the infrastructure for libraries varied across institutions from specially allocated rooms to mere steel racks presented as libraries for which, in one case, an annual membership fee of Rs. 600 was also charged from the student teachers!

*Figure 3.2.3: Status of Library Facilities*

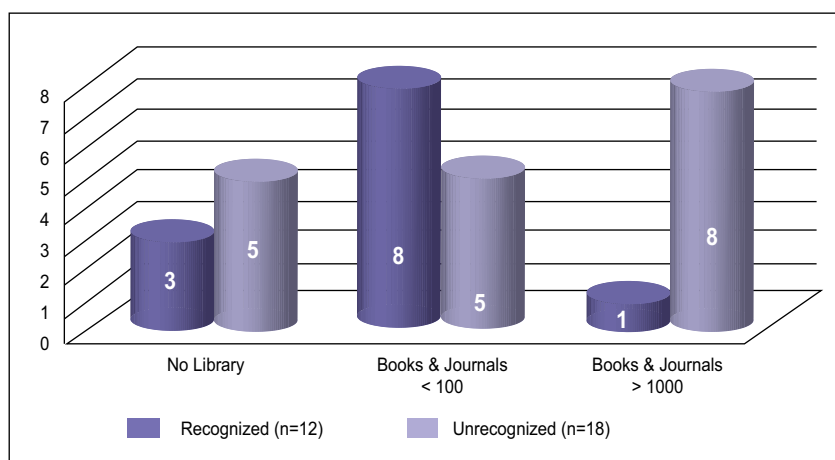


Fig. 3.2.3: N=30 (Recognised =12, Unrecognised = 18)

**(b) Availability of Resource Center and other Facilities:** The NCTE norms also include Art and Work Experience Resource Center and Psychology Resource Center in the specifications for ECCE Teacher Education Institutions. Figure 3.2.4 provides the comparative status across recognized and unrecognized institutions.

*Figure 3.2.4: Availability of Resource Centres in Teacher Education Institutions*

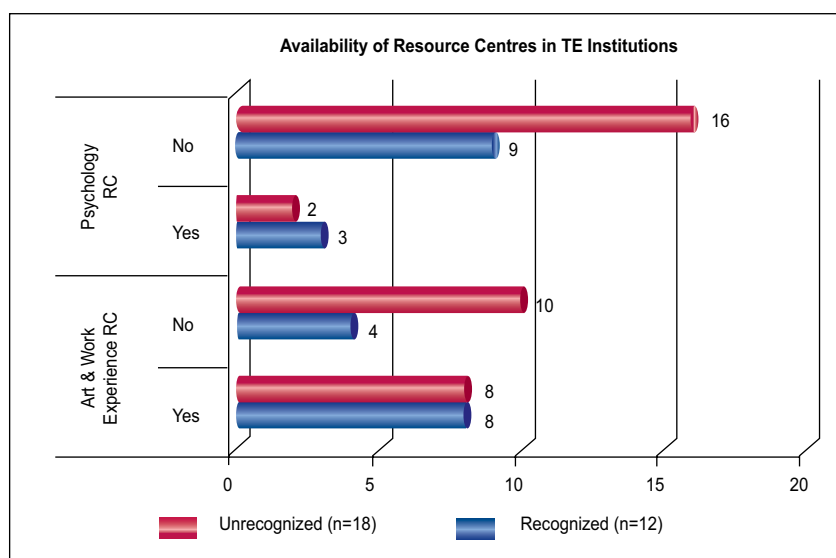


Fig. 3.2.4: N=30 (Recognised =12, Unrecognised = 18)

Of the thirty institutions visited, twenty five institutions (i.e. 83 percent) did not have a Psychology Resource Center; on the other hand, 53 percent of the institutions did have an Art and Work Experience center. Although the merit of insisting on a Psychology Resource center and Art Center can be discussed separately, the repeated concern is that institutions have been able to get recognition without compliance to all essential specifications. This makes the entire process of laying down specifications for quality invalid. For example, only three out of the twelve recognised institutions met the requirement for the Psychology Resource center and four out of twelve recognised institutions did not meet the requirement for the Art Resource center. Only a small percentage had a Health and Physical Education Room. Given that the prescription of these requirements itself could be debated, these findings clearly point to the need for a review (a) of the current norms and specifications listed for awarding recognition to the institutions and (b) of the regulatory authority and mechanisms with NCTE that are not effectively able to ensure compliance.

Even where the resource centers are reported to be available, the field observations indicate that the infrastructure and interpretation or definition of these centers varies considerably. For example, an Art Resource Center may be a space which could be part of a larger room that includes displays of models and art products created by trainees or it may be just a store facility for art materials. In all the institutes visited, there was no semblance of children's art or interpretation of the range of art that children like to engage with in terms of media, art styles and art forms which could inform the student trainees' understanding of children. A substantial number of institutions do get student teachers to prepare and use a range of visual aids and teaching-learning material. It was beyond the scope of this study to review the nature, quality and relevance of this range of material.



(c) **Other Facilities:** In addition to the above specifications, NCTE also lists requirement of the following facilities mentioned in Figure 3.2.5 as necessary or desirable for recognition. Interestingly, in terms of a comparative analysis, an important difference that stood out in favour of recognized institutions was the availability of lab schools, a very key component of any training institute. These were found in 67 percent of the unrecognized institutions as compared to 83 percent of the recognized ones.

*Figure 3.2.5: Availability of other Physical Facilities*

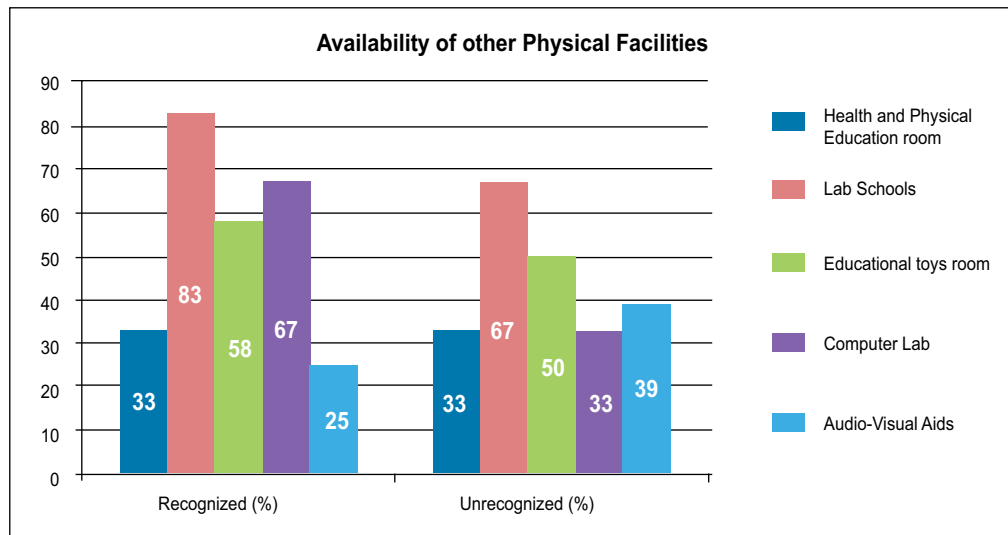


Fig. 3.2.5: N=30 (Recognised =12, Unrecognised = 18)

There were diverse interpretations and practices observed for laboratory pre-schools among the institutes visited. In many cases a regular nursery school was being run in the morning by the Teacher Educators who were doubling up as nursery teachers. In one case the teachers were only student teachers with no regular staff. While this may definitely provide the much needed 'hands on' experience for the student teachers in actually working with children, there may be ethical issues involved in offering untrained teachers to the children or in the resulting lack of continuity of teachers, an important consideration for young children. Interestingly, although the Plan of Action (1990) drawn in follow up of the NPE (1986) clearly recommended that each training institute should adopt a lab area of 20-25 centers rather than just a preschool, none of the institutions were found to follow this approach.



An interesting observation made by some alumni when interviewed was that experience in only one lab school provides them limited experience since it does not prepare them for diverse programmes. This endorses the need for institutions to move away from a lab school concept to a lab area approach.

Another facility that stands out in favor of recognized institutions is availability of the Computer Labs with 67 percent of the recognized institutions offering these, as compared to only 33 percent of the unrecognized. Curiously, while other facilities were almost at par across recognized and unrecognized institutions, availability of audio visual aids had an edge in the unrecognized over the recognized institutions.



### **3.2.3 Classroom Environment**

The physical environment of the classroom includes a number of factors such as noise level in the classroom, the source of lighting either natural or artificial, source of ventilation and in all maintenance of the available facilities. These physical facilities have an inevitable impact on the teaching learning environment.

Overall, in terms of the noise level, the heartening observation was that none of the recognized institutions had a consistently noisy environment as compared to 11 percent in the unrecognized category, thus indicating a better environment (Fig. 3.2.6). However, the percentage of institutions which were not at all noisy was found to be higher in the unrecognized as compared to recognized institutions! With regard to lighting, while overall the recognized institutions were observed to be better off, as compared to the unrecognized, it is disconcerting to find that 17 percent of the recognized institutions had poor lighting.

With regard to ventilation too, 75 percent of the recognized institutions were found to be satisfactory as compared to 50 percent of the unrecognized institutions, indicating a better environment in the recognized institutions. With regard to maintenance of facilities too there is an overall positive trend with 78 percent of the unrecognized and 67 percent of the recognized institutions being categorized as 'clean and well maintained'. The concern is again that between the two categories, a larger percentage of institutions are not so well maintained in the recognized category as compared to the unrecognized, whereas it would have been expected to be the reverse.

Figure 3.2.6: Classroom Environment

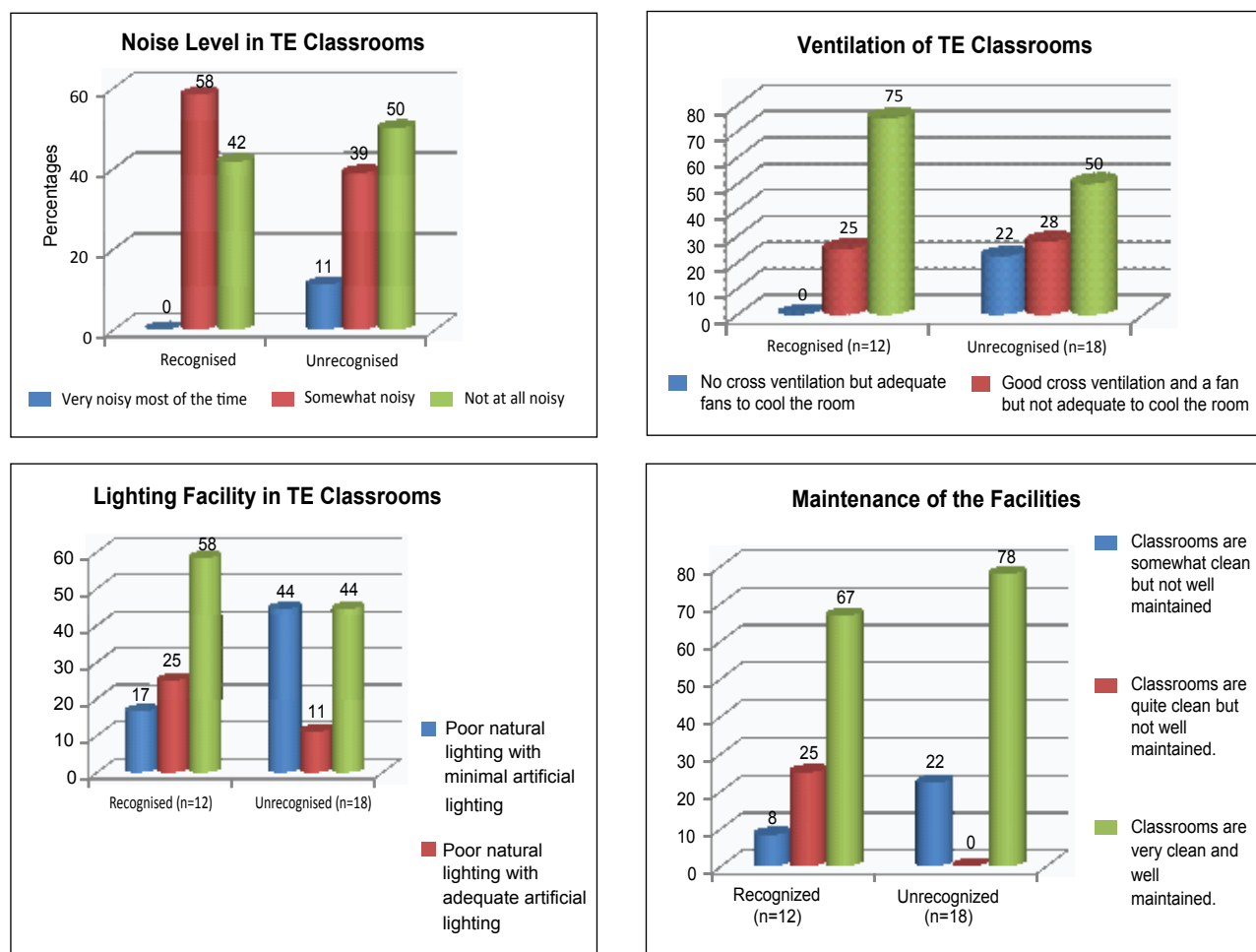


Fig. 3.2.6, N=30 (Recognised =12, Unrecognised = 18)

### Some Observations Made.....

Like everything else, a lot of variation was seen in infrastructure as well. On one hand there were institutions with huge campuses, designated classrooms, nursery schools and even hostels while on the other there were institutions with bare minimum infrastructure. One of the institutions we visited was being run in a bungalow, most of which was being used by academic's head's family as residence. There were three rooms, smallest of which was assigned to the NTT group and the other two were used for the nursing course offered by the same institution.

The room allotted to the NTT group was bare except for a white board for which also the markers and duster were missing. There was a diagram of 'inner structure of ear' made on it which we saw as it is for all the 3 days that we visited the institute. The trainees sat on narrow benches with no back support and narrow tables. 5-6 trainees sat on one bench which made for a very uncomfortable seating with minimum space to even move arms to write.

Another institution we visited was being run in a rundown school building and the program duration was 3 hours every day, before the school started at 10 am. The classrooms had broken benches in the name of furniture with filthy walls all around. The program head himself spat in one of the corners while taking the class! Leave alone fans and lights, there was no wiring in the classroom.

## **Conclusions**

In conclusion, while overall the situation is not very dismal, the overriding concern is that the recognized institutions are not always adhering to the specified norms for physical space and infrastructure, as laid down by NCTE. This conveys a clear concern about two aspects (a) whether the given norms are non-negotiable for quality of the ECCE Teacher Education programme or need amendment and (b) if so, what is the current system of review and monitoring for awarding recognition that is not able to ensure due adherence. The current NCTE Act allocates responsibility for examining institutions and awarding of recognition to its Regional Centers, with no role for the central authority. While a decentralized approach may in principle be more effective since it allows for a closer and more frequent monitoring and more contextualized understanding, the method adopted at present does not provide adequately for either. The institutions reported that once recognition was awarded there were neither further visits nor any feedback taken. The study therefore recommends a systematic review of both these aspects, the norms and the system of regulation, as critical if the system has to move towards an ethos of quality assurance.

## Profile of Teacher Educators in ECCE<sup>1</sup>

If teachers matter, the teacher educators matter even more, for it is they who initiate, inspire and prepare the teachers for the responsibility they are going to assume towards the development and education of children at the early childhood stage. In this chapter, we report on our findings regarding who are these teacher educators, what are their qualifications, their specializations, their challenges and satisfaction levels, their aspirations, the methods they use in their classes and their own reflections and extent of participation in preparation of the courses they are teaching.

The discussion of the findings from the study has been organized around three broad issues to get a more comprehensive understanding of the subject. These are (a) Are the teacher educators adequately qualified and experienced? (b) Do qualifications really make a difference? and (c) How satisfying is it to be an ECE Teacher Educator?

### 3.3.1 Are the Teacher Educators Adequately Qualified and Experienced?

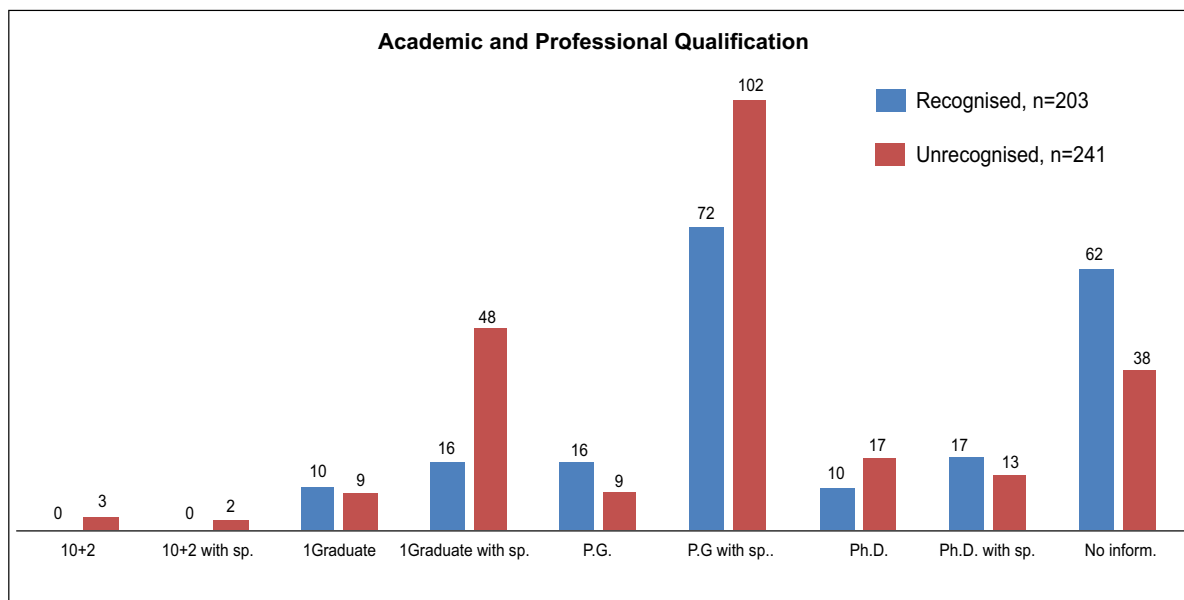
**Qualifications and Training:** The essential qualifications specified by NCTE for Teacher Educators are Post Graduate with Child Development/Home Science, Or Post Graduate in Education/ any other subject and Diploma/Degree in ECCE/Nursery/Elementary Education. Interestingly, in clear disregard of this specification, the qualifications reported by the teacher educators surveyed ranged from 10+2 to Ph.D. across a sample of four hundred forty four Teacher educators, both from recognized and unrecognized institutions that were included in the study (Fig.3.3.1).

A more detailed analysis provides a mixed picture with regard to the qualifications. Overall, 22.5 percent of the teacher educators did not report on their qualifications, which may reflect lack of confidence on the part of the institutions in terms of meeting standards. Interestingly, the percentage that has not reported is higher for the recognized institutions (31%) as compared to the unrecognized institutions (15.7%), which may further reflect apprehensions on the part of the recognized institutions, since the stakes are perceived to be higher by them.

<sup>1</sup> This chapter reports the findings from the analyses of responses received from multiple sources. These included direct face to face interviews during field visits with 78 teacher educators, detailed questionnaires received by mail from 321 teacher educators and information on 123 teacher educators on the fact sheets received from their institutions. In addition, thirty three Academic Heads also provided information on teacher educators which has also been reviewed. Given these multiple sources, the information is not of uniform depth or scope for all teacher educators and therefore the number of respondents is likely to vary for analysis for each variable. Wherever possible an attempt was also made to compare teacher educators from different categories of institutions included in the study and between NCTE recognized and unrecognized institutions, using the NCTE eligibility norms as the reference point.



Figure 3.3.1: Teacher Educators' Qualifications and Training

Fig. 3.3.1: N=444 faculty<sup>2</sup>

The major query in this analysis was –how many teacher educators are appropriately qualified by NCTE standards? Using the NCTE norms mentioned above as reference point, a significant finding is that overall only 45.9 percent teacher educators fulfill the necessary qualifications, with a larger percentage of 54.1 percent being not qualified, if we assume that those who have not reported also do not fulfill the required qualifications. If we give these ‘non reporters’ the benefit of doubt, the percentage improves to 59.3 percent for those qualified. Still the matter of concern is that more than 40 percent teacher educators do not meet the expected criteria.

A disaggregated analysis in terms of recognized and unrecognized institutions indicates a positive trend in that the percentage of teacher educators who meet the requisite qualifications is higher (63%) from the recognized institutions as compared to the unrecognized (56%), suggesting a more qualified faculty. However, the issue still remains that in a recognized institution one would expect 100 percent compliance to NCTE norms. That 37 percent of teacher educators from the recognized institutions also do not possess essential qualifications is really a matter of concern. Again, this finding not only tells on the quality of the institutions but also on the efficiency of the system of appraisal and regulation which it may be reiterated requires urgent attention. If the ‘non-reported’ are also included among the unqualified, which is likely, this percentage could be even higher.

A more in-depth analysis of the range of qualifications indicates that of the thirty faculty members who reported Ph.D. with specialization in the form of either professional training in ECCE or as a subject, sixteen were teacher educators in courses run in Higher learning institutions, followed by eleven in private institutes, of which most were recognized institutions. At the other end of the spectrum, the unrecognized institutions

<sup>2</sup> **Data Source:** Institution wise – 54 Detailed questionnaire and 41 fact sheets including distance education institutes



had three times more undergraduates with specialization than the recognized institutions. It was disturbing to note that more of the under qualified faculty i.e. with 10+2 or graduation with and without specialization were working mostly in the NGO and private unrecognized sectors; this was validated through visits as well, and this clearly reflects the casual and non-professional approach in the larger civil society towards the early education of children.

**Experience:** Information related to years of experience of teacher educators was sought at two levels, one as a teacher educator and the other of working with young children. The latter was especially included, given the concerns the world over that teacher educators have often themselves never taught children and therefore lack ‘hands on ‘ experience; they tend to therefore be more theoretical in their teaching and focus more on ‘know how’ with little attention to the ‘do how’ in teacher preparation. The data received on experience was analyzed in terms of years, ranging from less than 1 year to 10 years and more.

As indicated in Figure 3.3.2, of those who provided information on experience, 47.9% had more than ten years of experience as teacher educators. Another 10 percent had between 6 to 10 years of experience. This indicates a favourable trend, reflecting some level of stability in the profession and possibly some element of job satisfaction. The availability of experienced teacher educators is a positive factor which may contribute to sustaining the quality of the programme. Among the Academic heads of the institutions visited too, 19 out of 33 reported having more than 10 years of experience as Teacher Educators.

**Figure 3.3.2: Experience of Working as Teacher Educators**

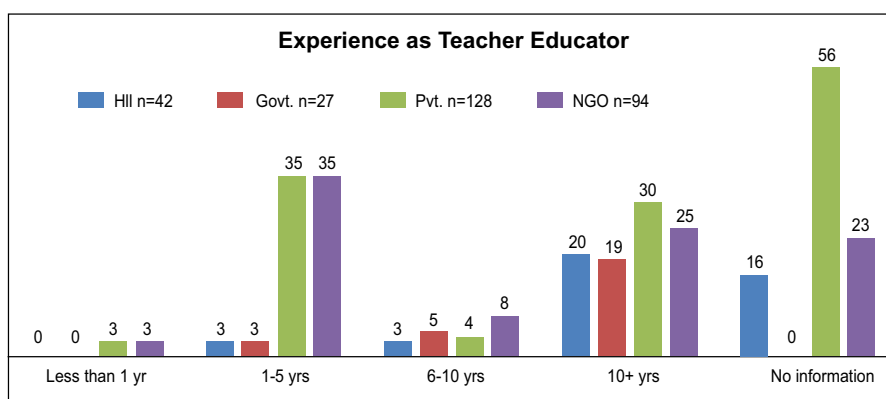


Fig. 3.3.2: N=321, Experience as Teacher educator<sup>3</sup>

The more important aspect investigated was that of experience of actual working with children. Again it was disconcerting to note, as depicted in Figure 5.3, that 38.1 % of the teacher educators did not provide this information, which one may assume could indicate a lack of experience with children. Interestingly, 59.4 percent of the teacher educators reported having some experience of working with children, with 28.2 percent reporting more than 10 years, which was unexpected. The majorities of these are from the private or NGO sectors and have gained this experience due to their institutions running lab preschools or regular nursery/Montessori schools. The interviews with the teacher educators confirmed this finding. In some cases

<sup>3</sup> **DataSource:** Institution wise: 46 Detailed questionnaire excluding distance education institutes

the teacher educators were observed to double up both as teachers of young children and as teacher educators. In three (out of 36) of the unrecognized institutions visited, it was found that the teacher educators worked in the nursery school of the training institutions in the morning and taught trainees in the afternoon. The merits and demerits of this approach have been discussed in the previous chapter.

**Figure 3.3.3: Experience with Children**

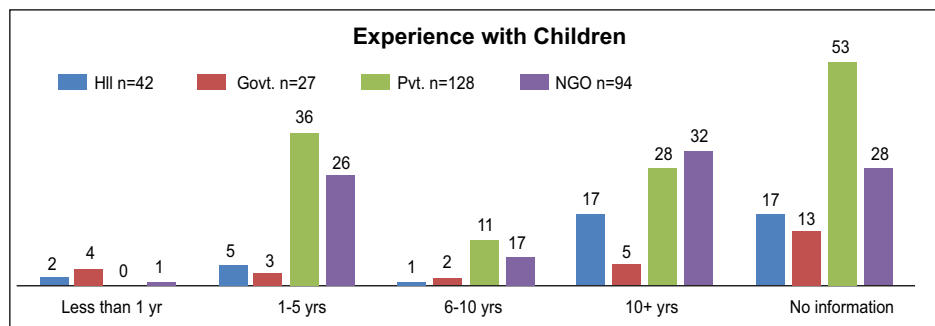


Fig. 3.3.3: N=291, Experience with Children<sup>4</sup>

**Part Time v/s Full Time Appointments:** According to the NCTE norms, for a batch of 50 students three regular full time faculty need to be engaged. This is in addition to a librarian and three administrative staff in the institute. The study explored the number of faculty and their status in terms of full time/part time employment, in the context of these norms.

As depicted in Figure 3.3.4, the average faculty strength was reported to be five faculty members across different categories of institutions, with the private sector institutions reporting a higher average of 7.5 faculty members. In terms of numbers therefore, the situation is fairly satisfactory.

In terms of full time /part time status, thirty teacher educators (9.3%) did not provide any information. Of the remaining two ninety one teacher educators, the majority across categories were reported to be full time employees, which was again a favourable trend. Of the part time faculty, the majority were found in the NGO sector and Higher learning institutes, which offered this flexible provision.

**Figure 3.3.4: Full Time and Part Time Faculty**

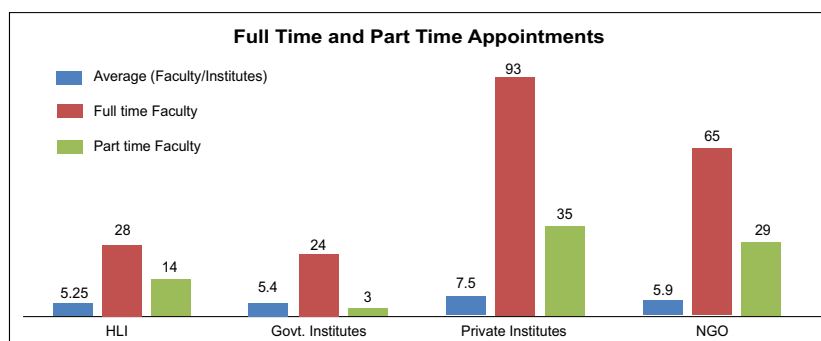


Fig. 3.3.4: N=46 Institutes<sup>5</sup>

<sup>4</sup> **Data Source:** Institution wise: 46 Detailed questionnaire excluding distance education institutes

<sup>5</sup> **Data Source:** Institution wise: 46 Detailed questionnaire excluding distance education institutes

**Number of Faculty and Batch Size:** Teacher student ratio is universally considered a sound indicator of quality of any educational programme. The NCTE norms specify three teacher educators for a batch of 50 student teachers. However, an analysis of the number of teacher educators *vis-a-vis* batch size did not indicate any clear association between the two variables.

As indicated in Figure 3.3.5, of those institutions which had a batch size between 31-50 student teachers, five had less than three teacher educators, seventeen had four to six teacher educators (mostly in the NGO sector), and five had more than seven teacher educators!

Out of sixty seven institutions which reported information on this parameter, forty seven institutions had less than the prescribed 50 students. This could be indicative of the declining demand for the course, given its longer duration and related financial implications; it could be seen as an investment without commensurate compensation. Some institutions reported the majority of candidates for their courses were mothers of young children who perceived it as a parenting training or mothers whose children were grown up and were relatively free to take up a light job like teaching in a nursery school!!

**Figure 3.3.5: Number of Faculty v/s Batch Size**

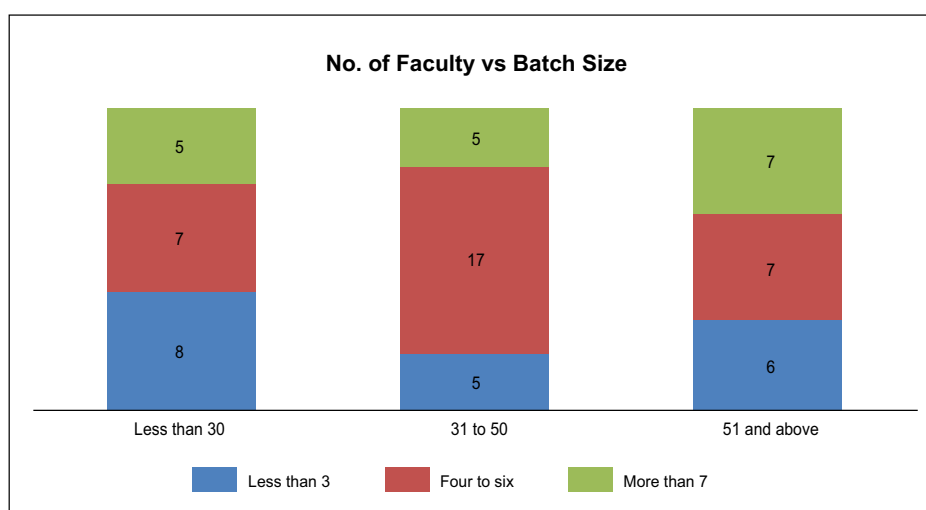


Fig. 3.3.5: N=67<sup>6</sup>

### 3.3.2 Do Qualifications Really Make a Difference?

In this section we report the association between qualifications and ECCE specialization of the teacher educators and the extent to which this was the main factor determining the allocation of papers to them for teaching. In addition, association was ascertained between qualifications of teacher educators and the methods and materials used by them for teaching as well as their level of interest and involvement in review and revision of curriculum.

<sup>6</sup> **Data Source:** Institution wise: 44 Detailed questionnaire and 23 fact sheets excluding distance education courses and 26 unreported

## Process of Paper Allocation

What is the process followed for allocating papers for teaching to the different teacher educators? This question was directly asked from the teacher educators through the interview mode. The objective was to see to what extent qualifications, interest and specialization of the teacher educators influence the allocation of papers taught in the classrooms. Multiple responses received from seventy eight teacher educators were analyzed and classified into three categories as shown in the Figure 3.3.6 below. The first category i.e. *appropriate approach* included factors reflecting the comparative technical advantage of the teacher educators such as inclination/ interest towards the subject, skills observed during the training, qualifications and specialization, publications etc. The second category i.e. *forced choice* represents an ad hoc system of allocation by the Academic Head, without any consideration to the respective technical advantages of the different teacher educators; and the third category referred to a more flexible, consultative and discussion based approach in paper allocation.

Figure 3.3.6: Process of Paper Allocation

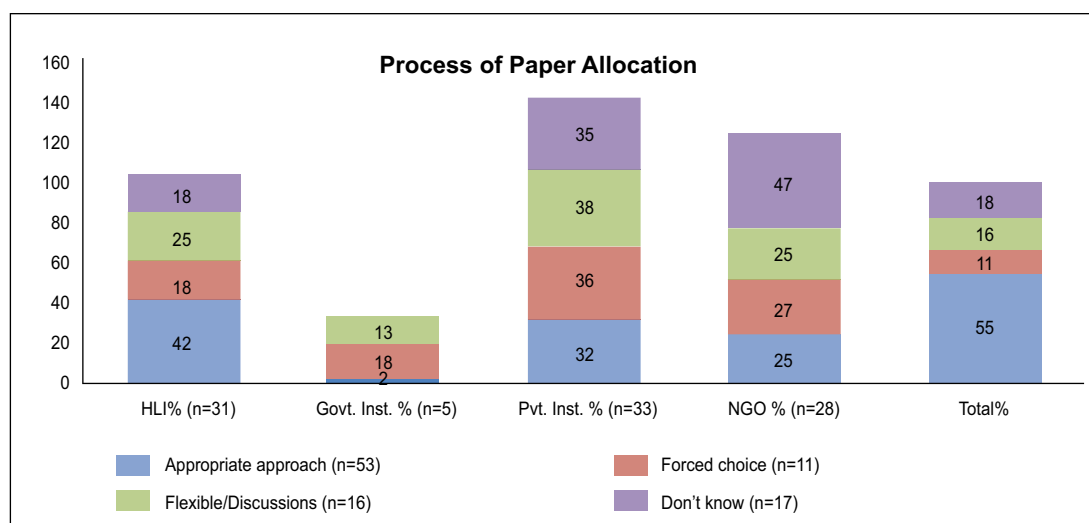


Fig. 3.3.6: N=97 responses (Multiple)

A positive finding is that a majority of the teacher educators (55%) across different categories reported the process to be 'appropriate' (Figure 3.3.6). This implies that in most cases the decisions rested on criteria related to their technical expertise such as qualifications, personality, interest, skills, publications etc. Further, another 16 percent reported the process to be a consultative one. Only in very few cases it was found to be dependent on more ad hoc administrative/ management decisions (11%). Interestingly, about 18% teacher educators reported not even being aware about how they were allocated papers for teaching. If these numbers could be added to the Forced Choice Category, the assumption being that if they say they do not know they must not be involved in the process, the number increases to 29% which is almost one third of the teacher educators who may be not involved at all in the decisions regarding which paper they will be teaching!

The majority of 'appropriate approach' responses were from higher learning institutions (42%) followed by private institutes (32%), then NGOs (24%) and least by government sector (2%). Further the teacher

educators who shared that they had the freedom to choose the papers to teach, the maximum responses came from private institutions (38%), followed by the unrecognized NGO managed institutions, reflecting greater flexibility in management.

In conclusion it may be said that the basis for allocation of the subject was appropriate in most institutions, although in almost 30 percent cases there is a possibility that this could have been through a more ad hoc process, which can have serious implications for the quality and standards of teaching in the teacher education institutes.

### ***Methods and Materials Used by Teacher Educators in the Classrooms***

*Are the Teacher educators moving towards more learner centered practices and materials in the classroom or are they still limited to lectures and blackboard teaching?* Also, do qualifications and specialization influence the methods and materials used in any way? The data elicited on these parameters was analyzed keeping these two questions in view. Classrooms were observed for a full day to get an understanding of what methods and materials are being used and to what extent. Observations were recorded in terms of various possible methods such as lecture method, group discussions, role plays, use of multimedia, observations, use of teaching learning materials, practical and field placement etc. Uses of materials viz. blackboard, print media, multimedia, handouts, teaching learning materials, indigenously developed materials were noted. In addition to observations, seventy eight teacher educators were also interviewed regarding methods used.

#### **Method/Material?**

In one of the institutions, the transaction of the course was taking place in form of reading out from the notes and while the teacher educator droned away, the trainees sat idly with bored expression on their faces. When one of the trainees sought some clarification, the teacher educator just read it out again for the trainee's benefit!

The most significant finding from these measures was that the blackboard continues to be the most commonly used teaching learning aid along with the lecture method, with 71.8 percent teacher educators giving these as the preferred methods. This preference is followed by 55.7 percent reporting use of group discussion with only about 33 percent teacher educators reporting use of role play (Annexure IV, Table A). This finding clearly points to the need for teacher educators to be provided some refresher training, particularly in participatory methods of teaching and their knowledge and practices updated.



*Is there any difference in the methods and materials employed by the teacher educators who had specialization in ECCE or Child Development?* This association was further investigated through disaggregated analysis. Interestingly, a positive association was found with the post graduate teacher educators with specialization (background of ECCE, psychology, sociology, education) observed to be using a wider range of methods and materials to transact the curriculum, as compared to the non-specialized (Annexure IV, Table B).

The two important findings that emerge from this analysis indicate that, (a) by and large, the teacher educators tend to continue to use the conventional ‘chalk and talk’ method, with very little adoption of other methods and materials. However, at least 30 to 57 % do report use of group discussion and role play at times, which was a positive trend. (b) Of those who use more innovative methods and materials, the majority are those who have specialization in ECCE/Child Development. This endorses the need for specialization in terms of qualifications with special training in ECCE for teacher educators.

### ***Academic and Professional Qualifications and Reflective Teaching***

The study explored the relationship, if any, between academic and professional qualifications of the teacher educators and their inclination towards more reflective teaching. Interest and involvement in review of the curriculum as against ‘routinising’ the teaching process, was identified as the indicator of reflective approach to teaching. The data elicited on this parameter was analysed in terms of periodicity of review and its association with qualifications.

Of the forty seven teacher educators who responded to this item, twenty reported reviewing the curriculum every year; nine said they reviewed every alternate year and the rest said they review after 5 to 10 years. Further probing indicated that teachers who report that they review within one year/twice a year, make only minor changes in the curriculum as per the immediate requirement with the core remaining the same. About one fourth of the teacher educators reported that they had not revised the curriculum at all (Annexure IV, Table C).

Further disaggregation of responses in terms of qualifications indicated that post graduate teacher educators with specialization (ECCE, psychology, sociology, education) tended to be more aware of the need for revision and reviewed the curriculum more often as compared to others. Possibly this inclination may be attributed to their technical advantage in terms of knowledge, skills and understanding of ECCE which provided them the scope for review. This finding however does point towards the importance of getting specialized teacher educators who can teach with a more reflective approach and orientation.

At the same time, a relatively high percentage of teacher educators (58%) were unaware of the process followed in their institution of developing the curriculum. Another 25 percent did not respond and these may also be assumed to be in the ‘don’t know’ category. Of those who reported, the most common modality followed for curriculum revision was reported to be group consultation.

Given that almost one third of the teacher educators were not even aware of how the curriculum was developed, leave alone being involved in the process, this finding begs the question – *although curriculum*

*development is a specialized activity, would it not be done more meaningfully and realistically with involvement of the teacher educators who are the ones who will to teach it?*

### 3.3.3 How Satisfying is it to be a Teacher Educator in ECCE?

The different aspects explored under this head were the satisfaction levels of the teacher educators in terms of their salaries and service conditions, opportunities for their professional and personal development, including availability of resources for keeping themselves professionally updated and the process followed for their own assessment and career growth.

#### ***Satisfaction Level***

Motivation for doing a job well is related to the aptitude and the aspirations of the professionals who are engaged in the field. In this context, seventy eight teacher educators were asked about their reasons for joining this profession, their level of satisfaction with the service conditions and whether they got their salaries on time.

Interestingly, fifty two out of seventy eight teacher educators attributed love for teaching profession to be the main reason for selecting this profession. A second choice was love for children. Analysis of disaggregated data across the five categories indicated that these were the more common responses in all categories, except in the government category wherein, although the number was small, more teacher educators gave their reasons as job security and stability!

**Figure 3.3.7: Reasons to be Teacher Educator**

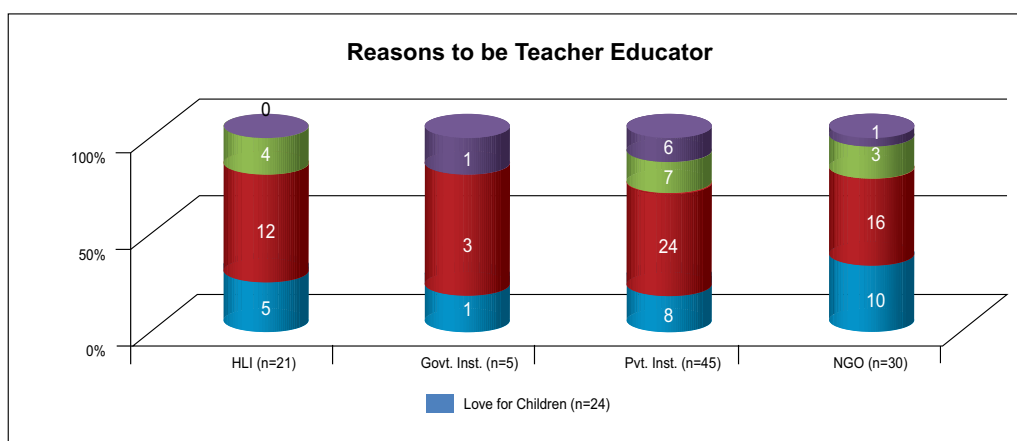


Fig. 3.3.7: N= 101<sup>7</sup> responses (multiple)

#### ***Salary and Satisfaction with Service Conditions***

Satisfaction level also has a direct correlation with receiving of salary on time and employee's satisfaction with the service conditions. Questions related to these aspects were asked and 78 teacher educators responded. The responses collated are presented in Figure 3.3.8, distributed by categories of the institutions.

<sup>7</sup> **Data Source:** Interviews with 78 teacher educators

A positive and significant finding is that a majority (89%) of the teacher educators across categories reported receiving their salary on time indicating some level of regularity and stability in this profession. Only four teacher educators, one each from private unrecognized institute and NGO and two from higher learning institutes reported not getting their salaries on time.

The interviews with teacher educators also reflected a high level of satisfaction among the majority (73 percent) them with their service conditions. However the lack of satisfaction among twenty one teacher educators, which was almost 30 percent, suggests that there is certainly scope for improvement. The issues raised by those not satisfied relate generally to improvement in staff rooms, basic facilities like drinking water, resource support etc. Interestingly, a larger number of teacher educators who reported some level of dissatisfaction were from recognized higher learning institutes and from recognized NGO sector.

**Figure 3.3.8: Satisfaction Level of Teacher Educator**

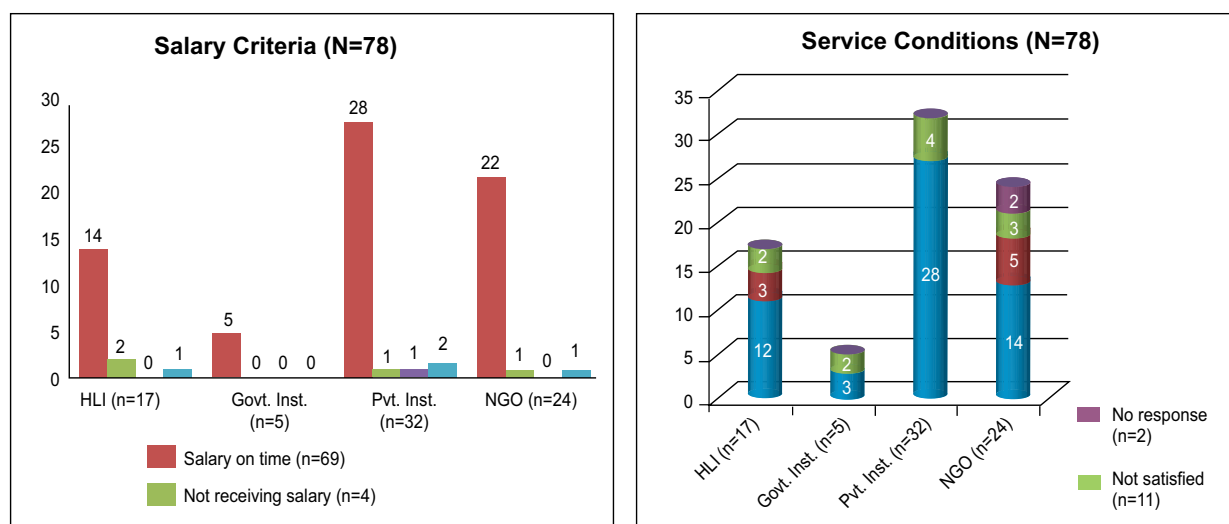


Fig. 3.3.8: N=78<sup>8</sup>

### 3.3.4 Professional and Personal Development of Teacher Educators

Teaching profession requires that teachers keep themselves abreast with the developments in their field. This is only possible if opportunities and facilities are given for this kind of upgradation by employers or by teachers' own initiatives to continue with their professional endeavors. The study explored the professional status and opportunities for teacher educators in this context. Their professional needs were asked for in terms of met needs and unmet needs.

A wide range of responses were received on the professional needs that are reported to have been met; these were further clubbed into three sub categories namely, professional development, good working environment and new avenues (Figure 3.3.9).

<sup>8</sup> **Data Source:** Interviews from 78 teacher educators



In the sub category of *professional development*, the fifty six responses included were those related to flexibility provided in teaching methods, opportunities for field experiences, regular participation in workshops and access to sources of knowledge such as library etc; under '*new avenues*' responses related to promotional opportunities, opportunity for personal development including opening of new centers etc.; *good working environment* had responses relating to consideration of facilities for teacher educators such as cooperative faculty/staff, physical environment etc.

The twenty seven responses indicating unmet needs reflected issues such as less academic involvement, few opportunities for self-growth and poor working environment. The first category i.e. *less academic involvement* was articulated as need for more periods in timetable for teacher educators to be with trainees, the second category on *few opportunities* for self-growth represents need for better training, exposure visits and promotional opportunities for teacher educators and poor *working environment* subcategory entailed need for better facilities in classrooms. The collated responses from teacher educators about their professional and personal needs are presented in Figure 3.3.9.

Figure 3.3.9: Status of Professional Needs

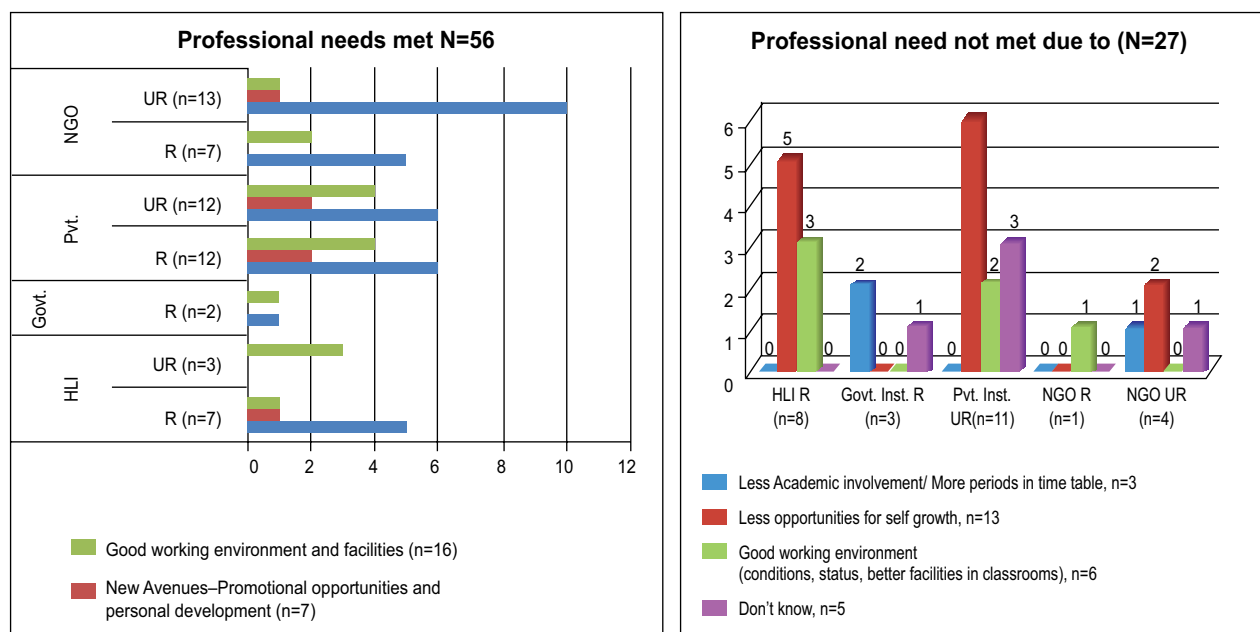


Fig. 3.3.9: N=83<sup>9</sup> responses (multiple)

Interestingly, the maximum positive responses related to 'met needs' in terms of professional development opportunities and work environment were from the NGO sector followed by the private sector. Modes of knowledge upgradation reported by them were field experiences, regular workshops and access to literature and reference material. In contrast to this, maximum responses (6/13) in the 'unmet' category reflecting limited opportunities for teacher educators were from unrecognized private institutions, followed by recognized higher learning institutions (5/13) as teacher educators from these institutions demanded better facilities and conditions in the classrooms, induction training, exposure visits and promotional and professional development opportunities.

<sup>9</sup> **Data Source:** Interviews with 78 Teacher Educators

It may be concluded from this discussion that the NGO sector offers relatively better opportunities for professional development and the private sector takes the lead in offering a better working environment, as compared to other sectors. It is for the unrecognized private sector, government institutions and higher learning institutions to focus more on improving the kind of work environment and professional development opportunities they are offering to their faculty.

### ***Ways to Remain Professionally Updated***

*How do the teacher educators keep themselves professionally updated?* Figure 3.3.10 below consolidates responses from seventy eight teacher educators on the ways adopted by them for keeping themselves professionally updated. The responses were categorized into five modalities viz. learning from good practices, participation in research, writing and advocacy in ECCE, regular interaction with alumni/ people in the field/ trainees/seniors and visits to exhibitions.

**Figure 3.3.10: Process of Remaining Professionally Updated**

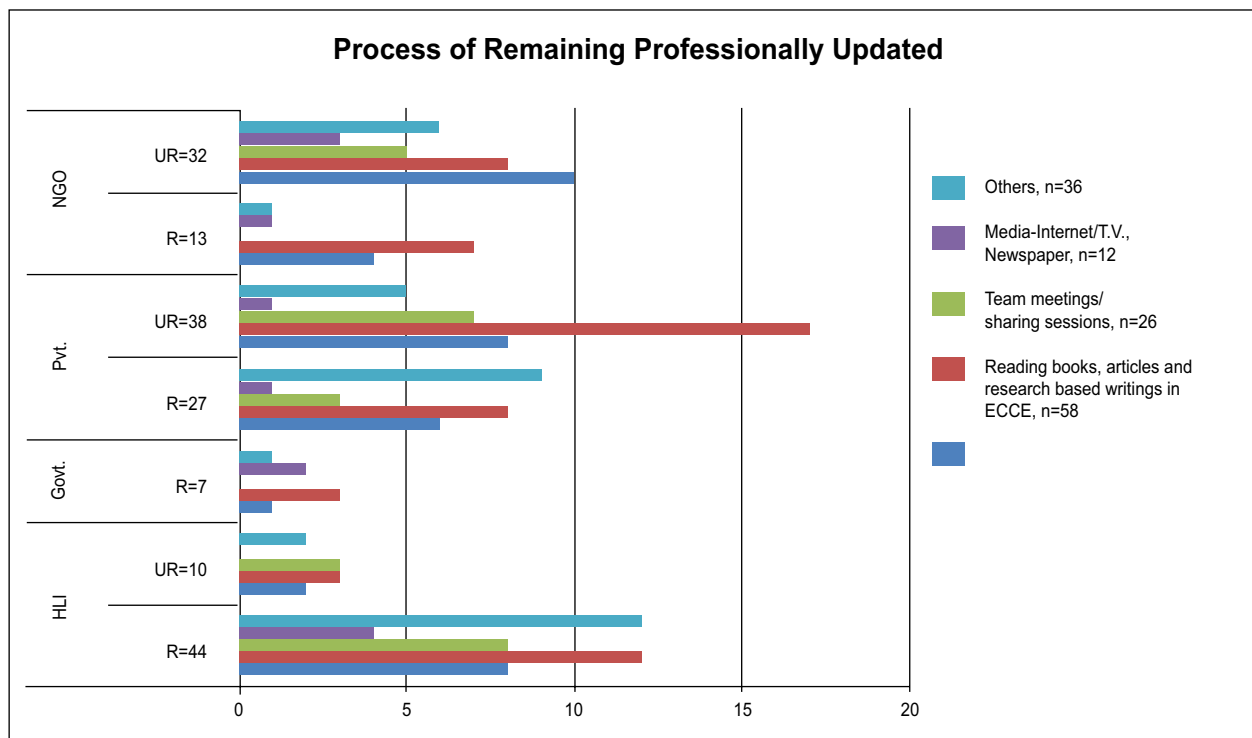


Fig. 3.3.10: N= 171<sup>10</sup> responses (multiple)

An interesting trend emerged from the analysis of the multiple responses received. About one third of the teacher educators reported updating their knowledge through reading of books and research articles. Disaggregated analysis revealed that teacher educators from Higher Learning Institutions (88.2%), private institutions (78.1%) and NGO (62.5%) both recognized and unrecognized, seemed to be opting for this modality more often as compared to teacher educators of government institutions (42.8%). A few teacher

<sup>10</sup> **Data Source:** Interviews from 78 teacher educators

educators in each category also reported use of media, internet of which the numbers were relatively more in the higher learning institutes and NGO sector. Ten teacher educators from the NGO sector indicated attending training/ conferences/workshops as their way of staying updated. Peer sharing through team meetings, sharing sessions etc. were other modalities reported by some teacher educators from recognized Higher Learning Institutions and unrecognized private institutions.

### ***Availability of Resources to Upgrade Knowledge and Skills***

*Do the teacher educators think they have adequate resources to help keep themselves updated?* Multiple responses were solicited from seventy eight teacher educators on this query. The overall significant response across categories was the limited financial resources available to them. The responses received were categorized into six parts as indicated in Figure 3.3.11.

Majority of the teacher educators expressed their requirement for financial resources to enable them to procure learning materials such as purchase of books and other reference materials and for deputation to workshops, conferences and exposure visits. Some of the teacher educators also demanded facilitation of membership of professional organizations and provisions for professional leave. A few of the teacher educators desired resources for multimedia equipment and additional professional development courses such as English speaking etc. These requirements from teacher educators appear very rational and pertinent for their professional growth and for improving the quality of their teacher preparation and should be given due attention.

**Figure 3.3.11: Kinds of Resources Used to Upgrade Skills**

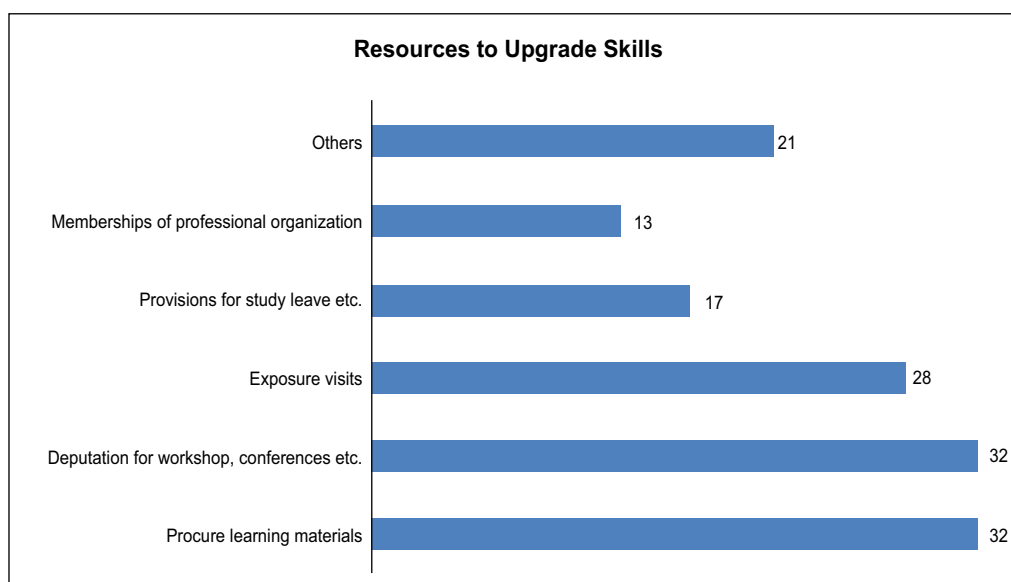


Fig. 3.3.11: N= 143<sup>11</sup> responses (multiple)

<sup>11</sup> **Data Source:** Interviews from 78 teacher educators

## Research/Publications

*Do the teacher educators demonstrate professional interest in and engagement with research and publications?* Majority of the teacher educators in the study did not demonstrate any interest in research or in publishing any original work. As indicated in Figure 3.3.12, of the twenty two teacher educators who responded, the major proportion of those who had contributed in Indian or international journals was from Higher learning institutions, perhaps because at that level this is a professional requirement. There were a few also from the private unrecognized and NGO institutions, but these are all evidently not the rule but the exception.

**Figure 3.3.12: Type of Publications Done by Teacher Educators**

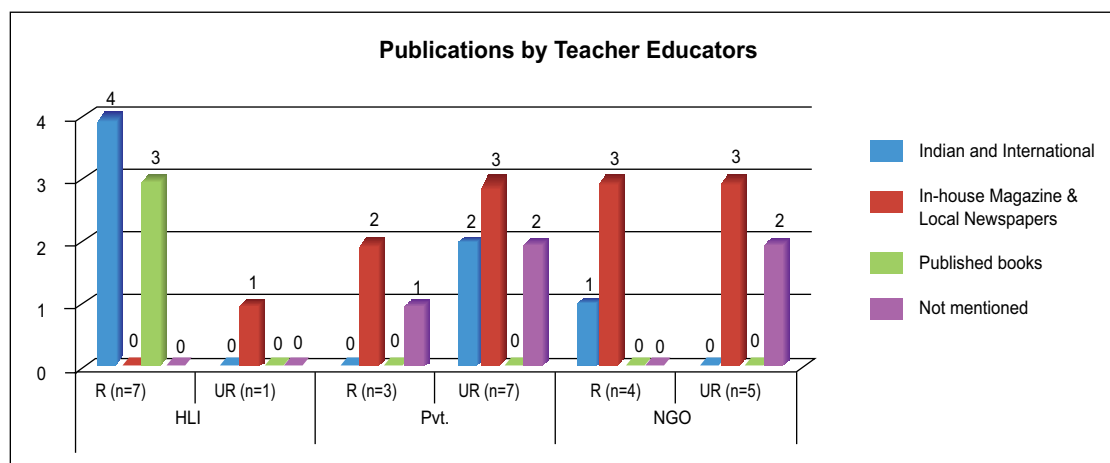


Fig. 3.3.12: N= 25<sup>12</sup> responses (multiple)

Teacher educators from recognized private and NGO sector had authored articles, but primarily for in-house magazines and local newspapers. Given that action research is currently being given a great deal of importance in teacher preparation, largely with the intent of making teachers more reflective, this lacuna will need to be addressed first at the level of the teacher educators so that they can equip the teachers better.

### 3.3.5 How are Teacher Educators Assessed?

Thirty three Academic Heads of the training institutions visited were asked how they assessed their teacher educators. It was very disheartening to note that more than half (19/33) had no defined process of assessing their performance. An additional six who did not respond could also perhaps be added to this category. Among those who reported (14/33), the responses received are described in Table (3.3.13).

<sup>12</sup> **Data Source:** Interviews from 25 Teacher Educators

**Table 3.3.13: Assessment of Personnel**

(Multiple responses possible)	Higher Learning		Private		Govt.	NGO	
	R=3	UR=1	R=6	UR =17	R=2	R=2	UR=6
Annual Confidential Report	1		1	4		0	2
Self-appraisal	1		2	2		1	2
Student feedback	1	1	2	6		0	1
Team discussion	0		0	2		0	0
Students' performance	0		1	1		0	0
No mechanism	0		0	2	2	1	2
Exams and given grades	0		0	0		0	1

Table 3.3.13: N= 37<sup>13</sup> responses (multiple)

As indicated above, the practice of Annual Confidential Report and Self-appraisal is the more common mode. Interestingly, a progressive approach such as student feedback also stood out as a possible modality across categories. Student performance as an indicator was however reported only in the private institutions. Team discussion for assessment was another innovative approach reported by an unrecognized private institution, which was actually a Montessori training institute. In one recognized government institution visited, there was no mechanism at all to evaluate the teacher educators, since the Academic Head did not have the required authority.

### ***System of Rewarding Teacher Educators***

The study also explored if any incentive system was in place for sustaining /enhancing the motivation of the teacher educators. Of the thirty three Academic heads who were asked, only fourteen reported some mechanism of rewarding teacher educators. On further probing with them, it was found that these mechanisms include professional recognition through renewal of contract, promotion of the teacher educator and monetary benefits, awards, certificates, gifts with informal appreciation.

**Table 3.3.14: Incentives for Teacher Educators**

	Higher Learning		Private		NGO	
Academic Heads, N=14	R=3	UR=1	R=2	UR=4	R=1	UR=3
(Multiple responses possible)	R=4	UR=1	R=2	UR=6	R=1	UR=3
Monitory awards, gifts and certificates with informal appreciation	0	1	2	5	0	2
Professional recognition	4	0	0	1	1	1

Table 3.3.14: N= 17<sup>14</sup> responses (multiple)<sup>13</sup> **Data Source:** Interviews with 14 Academic Heads<sup>14</sup> **Data Source:** Among 14 academic head those who said yes

Among those academic heads who reported any system of rewarding, 3/4<sup>th</sup> of them were from unrecognized sector across the four categories.

## Conclusions

This chapter reviewed the status and profile of the teacher educators across different categories of programmes, through reflecting on three primary questions *viz.* are the teacher educators adequately qualified and experienced; do qualifications of teacher educators really matter; and how satisfying is it to be a Teacher Educator? The study brought forth some important findings. With regard to the first question, i.e. qualifications and experience of teacher educators, the positive finding is that about 60 percent of the teacher educators in the sample reported relevant qualifications, as per NCTE specifications. That is, they had Masters in Child Development/Education/Psychology with some kind of specialization in ECE. In addition, again almost 60 percent of the teacher educators in the sample indicated some years of experience of working directly with children, a prerequisite for a more practice based, hands on training of teachers.

The flip side of this finding is that close to 40 percent of all teacher educators in the sample did not meet the NCTE specifications in terms of academic and professional qualifications. This is a matter of grave concern. Even more worrisome is the finding that almost 27 percent of the teacher educators from institutions that have been accorded recognition by NCTE also do not also meet the required specifications, when these should have at least demonstrated 100 percent compliance.

In response to the second question, whether qualifications really matter, the study provides positive feedback in that the more appropriately trained teacher educators tend to be more reflective in their teaching and also report use of a wider range of teaching methods and materials. However, overall the observation was that while the reported responses indicate a definite shift towards more interactive methods, the actual observations and feedback from student teachers is not always very positive. There continues to be an overall dominance of the lecture method and blackboard teaching. Pointing to the need for teacher educators to move towards more progressive and interactive methods of teaching learning. The Study recommends that provisions may be made for teacher educators to be provided initial and refresher training to bring them upto date with current knowledge, skills and attitudes and to enable them to move towards more constructivist and interactive teaching learning methods.

Interestingly, despite the sector being fairly unregulated, the satisfaction level of the teacher educators with regard to the service conditions was on the whole high with only about 25 percent indicating some dissatisfaction. However, the clear lacuna identified in the study was the dearth of resources for professional development across institutions, particularly for procurement of learning materials, deputations for workshops and conferences, exposure visits or membership of professional organizations. Other than the higher learning institutions, there was also very little inclination on the part of the teacher educators in other categories of institutions to carry out any research or publish any work. Given the current thrust on engaging teachers in action research so as to make them more reflective towards their professional work, it is important to first initiate the teacher educators themselves in this area and provide them the necessary expertise so that they can in turn prepare the teachers more effectively.

Responses received on the process followed for development/revision of curriculum indicated that varied methodologies were adopted for this purpose, such as group consultation, collation of individual responses, need assessment and trialing. In some cases institutions tended to also copy other institutions' curricula. Another interesting aspect was that a relatively high percentage of teacher educators (58%) were unaware of the process followed in their institution of developing the curriculum. Another 25 did not respond and these may also be assumed to be in the 'don't know' category. Of those who reported most common modality followed was the group consultation.

Given that almost one-third of the teacher educators were not even aware of how the curriculum was developed, leave alone being involved in the process, this finding begs the question – *although curriculum development is a specialized activity, would it not be done more meaningfully and realistically with involvement of the teacher educators who are the ones who will to teach it?*

## The Curriculum of the Teacher Education Programmes

A critical input into the quality of any teacher education programme is its curriculum. The study explored various aspects related to teacher education curriculum such as objectives and philosophy informing the curriculum, processes related to curriculum development, extent of involvement and preparation of teacher educators in this process, transaction and assessment methods adopted and the ratio of theory to praxis. Data on these aspects was gathered through interviews with the teacher educators and Academic heads of ECCE programmes. In addition, group discussions were held with trainees and some alumni, reading lists were reviewed and classroom transactions observed. Although the data elicited was subjected to quantitative analysis, this aspect has been treated more in a qualitative mode, because of the nature of its content.

### 3.4.1 Theoretical Foundations of the Curriculum

The content and practice of ECCE is ideally expected to be derived from different philosophies and theoretical viewpoints emanating from different pedagogues and developmental theorists like Froebel, Montessori, Dewey, Piaget, Vygotsky, Bruner among others, who have provided significant insights into how children learn and develop. In the Indian context, Gijubhai Badheka, Tarabai Modak, Gandhi and Tagore have also informed the nature and content of this stage of education. These theoretical underpinnings are expected to be reflected in both the ECCE curriculum and alongside, in the teacher education curriculum, which prepares the teachers for the preferred pedagogical approach. A range of ECCE curricular approaches are offered globally, some emanating specifically from a particular pedagogy or philosophy such as the Montessori or Piagetian Curriculum and their variants or a more eclectic approach referred to often as a progressive approach, which blends the best of many. Often in practice the names are used inappropriately, particularly Montessori, for just any nursery school irrespective of curricula. In India a more popular approach is the ‘academic curriculum’ which may be considered by academics and researchers in the field as developmentally not so appropriate. This can take the form of a downward extension of primary school curriculum. A good teacher education curriculum may in its scope include many different approaches and viewpoints and their respective strengths and gaps, so as to prepare student teachers to be reflective and analytical and adapt to different work settings in the system.

The study explored in an open ended mode what are the theories or philosophy the Teacher education curricula sampled in the study adhere to, which they offer to their student teachers. A significant finding from the study was that, in most cases, the institutions were not able to convey their vision, philosophy or objectives with any degree of clarity. 33 Academic Heads were asked what was the



main thrust of their curriculum. Two Academic Heads from the Higher learning institutions described their approach as ‘eclectic’, which takes into account various known approaches, and blends what they consider to be the best. One Academic Head from an unrecognized NGO described their institution’s approach as ‘integration of different approaches to develop a child centered curriculum’. A few were especially dedicated to the Montessori philosophy and method and offered training specific to this philosophy. However, these were the exceptions. Over 50 percent of the Academic Heads interviewed gave unsure and vague responses such as “they use a variety of methods while taking current issues into account”, or a “mixed approach”, “play way method” and so on. Some reported that they follow an ‘academic/skills oriented approach’. However, the 40 percent who are categorized below as ‘eclectic’, are not necessarily eclectic in terms of different theoretical viewpoints. Instead some are those who believe in a mix of play way method and formal teaching also! (Fig. 3.4.1).

*Figure 3.4.1: Type of Curriculum*

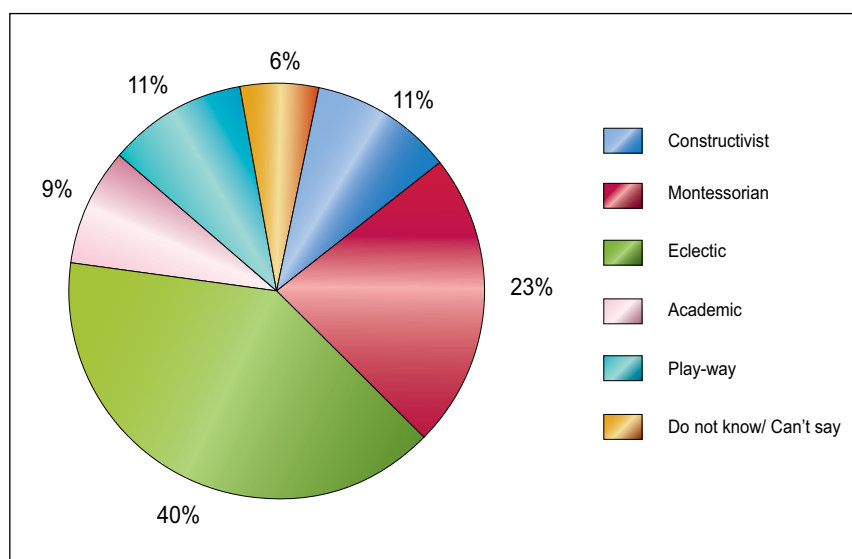


Fig. 3.4.1: N = 35

A total of ten institutions shared printed brochures/pamphlets/prospectus out of which only three were found to contain an articulated philosophy and objectives. A review of the Prospectuses revealed that they generally provide information about governing bodies, Trust members running the institution, Scheme of examination and evaluation, Employment opportunities and other programmes run by the parent institution. The emphasis on philosophy and objectives is very minimal.

Overall, other than a few NGOs such as those following Montessori method, or a few in higher learning institutions, the responses on questions related to what is the theoretical framework or educational philosophy informing their curriculum did not yield any deep insight or knowledge related to ECE or to how children learn. The lack of professionalism in establishing and running of these ECE teacher education programs emerges as a significant issue of concern.

### 3.4.2 Curricular Objectives

In an effort towards further probing, the teacher educators and Academic Heads of the institutions were asked open-ended questions about the objectives of their ECCE teacher training curriculum. The phrases/terms used by them were tabulated and classified. A review of this tabulation (Table 6.1) indicates that the most commonly cited objective of teacher training programmes is preparing ‘good’ pre-primary teachers. Many questionnaires stated “empowerment of women” and ensuring employment of women as an important objective. A little over 70 percent of the teacher educators as well as some Academic heads also mentioned ‘developing understanding about children’ as an objective, without differentiating between the early childhood and middle childhood/primary stages. One of the academic heads cited getting NCTE recognition as the sole objective of the program and stated that ‘he would persevere for the same till his death’! The processes followed to achieve the milestones that lead to the NCTE recognition did not appear to be given as much importance!

**Table 3.4.1: Comparative Statements of Objectives**

Higher Learning Institutions	‘Preparing good teachers’, ‘Developing understanding about children’
Private Institutions	‘Child centered approach’ and ‘holistic development of children’
NGOs	‘Child centered approach’ and ‘holistic development of Children, Preparing good teachers
Other reported objectives were “preparing women to be good mothers” and “development of weaker sections of society”. No information was available for government run institutes.	

While most teacher educators across institutions believed that their ECCE courses primarily prepared trainees for teaching jobs in ECCE, a fairly high number from unrecognized private institutions and NGOs believed their training also prepared students to start their own ECE programs. A couple of respondents from higher learning institutions also expected their training prepares students to become teacher educators. Overall, there was no major difference in perspectives across different categories of programs or between recognized and unrecognized courses.

A few institutions interestingly described the objectives of their course in more atypical phrases such as preparing teachers for “working with children from diverse backgrounds”, ‘utilization of locally available resources’, ‘self-development of trainees’, ‘developing reflective teachers’ or ‘working with parents to build understanding about appropriate practices’. However, articulation of objectives in phrases such as these, although very relevant, were not the norm but the exception. In a similar vein, two-thirds of teacher educators mentioned the ability to organize ‘good programmes’ as one of the expected outcomes of the ECCE teacher education programme. Most teacher educators expect trainees to learn to be able to ‘handle preschoolers effectively’ which was elaborated as ‘not to teach the 3 Rs’ ‘being sensitive and flexible’; ‘facilitating learning through interactions, rhymes and stories’. This reflects some familiarity with the current trends in making learning joyful and interesting for children, but the understanding is not always based on a sound theoretical framework.

The conclusion from this data is that, with the exception of a few who tend to be more in the NGO and higher learning institutions, in most cases the institutions do not demonstrate much detailed thought about the philosophical or theoretical underpinnings or developmentally appropriate practices in early childhood education and/or teacher education in ECCE. There is very little mention of the importance of early childhood stage as the foundation stage or its specific developmental priorities and needs, towards which the curriculum must prepare the student teachers. This possibly is an endorsement of the finding in other sections of the report that a very large percentage of Academic heads and teacher educators do not have the relevant professional training or academic backgrounds and therefore tend to learn more on the job. This is reflected in their not being able to relate their practice to any theoretical or philosophical frameworks or moorings.

### 3.4.3 Age Range Addressed by Curriculum

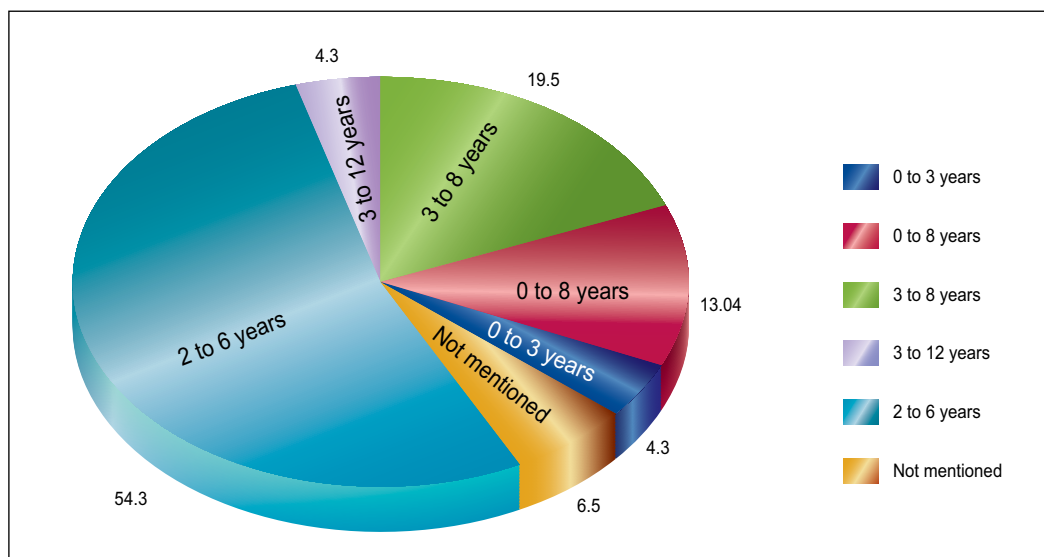
The Early Childhood stage includes children from birth to 8 years of age and Early Childhood Education and Development refers to a holistic and integrated program of provisions for children in this age group. The emphasis is on understanding children's developmental needs and priorities along a continuum, as the process of development is both continuous and cumulative. A better informed teacher education program would therefore be expected to address the entire continuum, with more specific focus on the preschool stage.

What is the age range of children to which these courses cater? The study found that the age range varies across institutions and this can have implications for the curriculum. A little over 50 percent of the 46 institutions from whom data was collected reported preparing teachers for children between 2 and 6 years of age<sup>1</sup>. Only a small number of courses prepare student teachers for the needs of children between 0 to 6 or till 8 years of age, as advocated globally from a holistic, integrated perspective. One institution reported training teachers for teaching children up till 12 years of age! (Fig. 6.2) Again there is a certain level of adhocism in the way in which institutions decide on the age to be covered, again reflecting the lack of professional understanding of the developmental principles and continuum.

### 3.4.4 Curriculum Design and Processes of Development

Curriculum design and development is one of the most critical components of teacher education. A sound curriculum will inevitably include a range of perspectives from disciplines such as child psychology, child development, neurosciences, sociology, anthropology, organizational management, institutional development etc. A rigorous process of design and development includes perspectives and experiences of teacher educators, specialized experts, and a wide range of readings and reference material.

<sup>1</sup> Of this number, most institutions reported 3 to 6 years of age and a small number reported 2 to 6 years as their target age. Considering that many ECCE programmes now cater to children as early as two years of age, the two categories have been merged as one.

**Figure 3.4.2: Status of Teacher Training vis-à-vis Age Range**

Questions were asked from teacher educators and academic heads about the process of design of the curriculum, the methodology followed, orientation received and whether they believed in the adequacy of the curriculum. NCTE affiliated institutions base their curriculum on the NCTE prescribed curriculum framework. A significant number (17 out of 33 institutions) of recognized and unrecognized institutions reported that they design their own curriculum. Some institutions tend to use the prescribed curriculum but supplement with their own designed curriculum as well. Interestingly, substantial variations were found between the responses from teacher educators and those from academic heads within institutions.

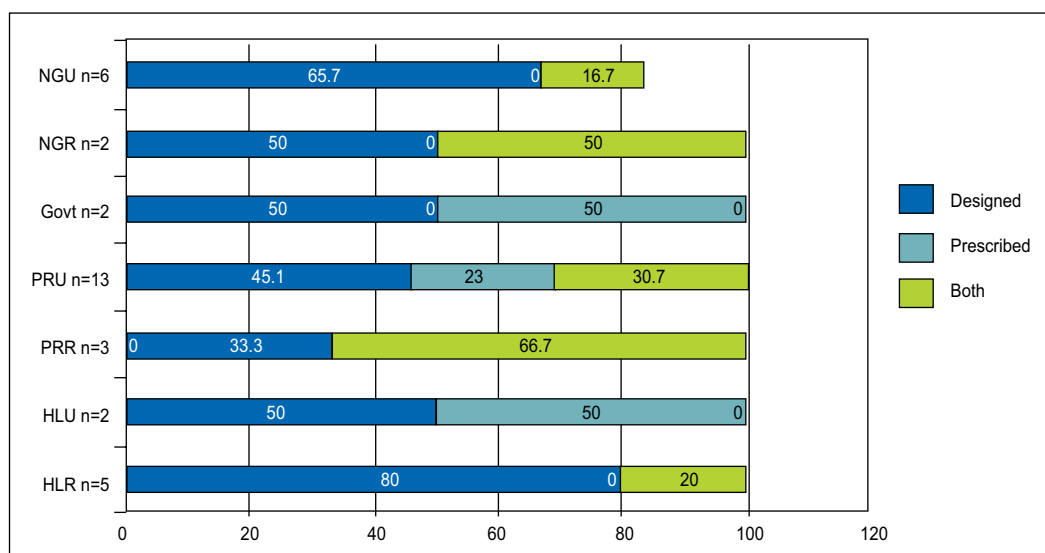
**Figure 3.4.3: Status of Design of Curriculum**

Fig 3.4.3: N=33

As indicated in Figure 3.4.3, the unrecognized higher learning institutions and NGO sectors tend to design their own curriculum for teacher education, while the government institutions and recognized higher learning institutions are more likely to follow a prescribed curriculum. Several institutions not recognized by NCTE follow the curriculum which they report prescribed by other organizations with whom they have affiliation, for example the State Institutes of Education or other agencies from whom they claim recognition. Prominent among these are NCERT, Andhra Pradesh Agriculture University, SNDT University, Mumbai; Secondary Board of Education, MP; Indian Montessori Association; Association of Montessori Internationale; ISO, Germany, Andhra Mahila Sabha and so on. While many of these can have an affiliating provision, they are not mandated to award recognition.

Academic heads were also asked about the kind of support they receive from affiliating organizations. Most heads reported receiving reference material periodically, but no orientation. A few reported receiving support for conducting examinations and the admission process. Only one academic head (from an unrecognized higher learning institution) reported receiving periodic orientation from the affiliating organization.

Faculty members of teacher training institutions reported being differentially involved in the process of the design of the teacher training curriculum. Close to one-fourth of the teacher educators and academic heads<sup>2</sup>, across institution types, were unaware of how the curriculum was designed and /or about the methodology followed in the design of the curriculum. Several institutions reported following the practice of hiring outside experts to design the curriculum. One private unrecognized institution specifically reported using services of a commissioned consultant. About two-thirds of the teacher educators across institutions who reported some involvement indicated group consultations as the mode to develop the curriculum. According to most of the academic heads too this seems to be the preferred method. Even though some teacher educators report involvement in the design of the teacher education curriculum, practices about the process of design appear to be weak and devoid of academic rigor. Similarly, responses about influences on the teacher education curriculum appeared to be minimal and not adequately reflective about children's worlds and their psycho-social contexts.

While none of the teacher educators mentioned conducting a needs' assessment or trialing of the curriculum, about one-fourth of the Academic heads from different institutions did report some kind of needs' assessment, with one academic head (from a private unrecognized institution) reporting that they try out the curriculum before implementing it. It is not clear what process is followed for the trialing.

Overall, this analysis reveals that the involvement of faculty members in the actual design and preparation of the curriculum appears to be varied and on the whole, relatively low. Only a small number of respondents reported their faculty's engagement in the design of the curriculum. This finding corroborates our interpretation about the lack of adequate consultation with the teacher educators in the development of teacher education curriculum, whereas it is they who have to transact it. This is again an issue which needs to be highlighted.

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<sup>2</sup> For Government institutions, both interviewed heads were unaware.

### 3.4.5 Factors Influencing the Curriculum

A probe into the influences that have helped shape their curriculum, a few Academic heads and teacher educators referred to some theoretical frameworks and to the NCF and NCTE guidelines. In terms of numbers, however, these were very few. Out of thirty one Academic heads the seven who mentioned these were mostly from the NGO and Higher learning sectors. In the private institutions only 6 out of the 16 Academic heads made any mention of these documents. Interestingly, none of the NGOs recognized by NCFTE reported using NCF and/or NCFTE guidelines. Academic heads from higher learning institutions and NGOs also reported being influenced by curriculum of other institutions. Significantly, 30 percent of respondents from recognised higher learning institutions were unable to mention any specific references in the context of their curriculum.

In addition to these academic references, one academic head and 3 teacher educators reported ‘expectations of formal schools’ as an important factor influencing the design of their curriculum. Undoubtedly, interpretations of ‘expectations from formal schools’ are likely to vary since interpretations of commonly used terms such as ‘formal learning’, ‘school readiness’ etc. also vary across teacher education institutions in consonance with the practices in ECCE centers to which they are catering to.

*One of the Academic heads shared his dilemma that even though they are aware that children are not ready to learn writing at the nursery level, the formal schools expect the children to ‘know everything’ when they come into the school in Grade. This compels them to prepare their trainees accordingly*

Interestingly, only one teacher educator who was from a recognized NGO reported contextualization of the curriculum to the local needs of the children as one of their considerations while developing their curriculum.

### 3.4.6 Orientation for the Curriculum and Feedback

Given the fact that there is very little involvement of the teacher educators in the development of curricula, this gap needs to be addressed through adequate orientation of the teacher educators by the organization prescribing the curriculum. While NCTE does not offer any such orientation, almost 50 percent of the teacher education faculty did report receiving some orientation on the curriculum. These were largely from the NGO or private sectors. Surprisingly, most teacher educators as well as academic heads from recognized higher learning institutions reported not having received any orientation at all for the prescribed curriculum.

Feedback was taken from teacher educators and academic heads regarding adequacy of the curriculum they teach. The opinion was evenly divided with 50 percent stating it to be adequate and the other 50 percent finding it inadequate. The dominant perception of academic heads was also that it is

inadequate. Although a substantial number did pronounce it inadequate, very few respondents identified any significant gaps in the curriculum with very little articulation of key issues related to curriculum design and transaction. The gaps when identified were articulated in sporadic phrases like ‘huge and difficult to cover in the given time’; ‘non-availability of reference material’ ‘mismatch between expectations of schools and the training’, ‘mismatch between theory and practice’; ‘vastness of the curriculum’ and so on. A respondent from an unrecognised NGO identified ‘non-availability of reference material’, ‘inadequate field experience’ and ‘fragmented curriculum’ as gaps. Some respondents also perceived a gap in the philosophy of the ECCE course and practices followed in schools. About a quarter to two-thirds of teacher educators across institutions perceived this gap to be because of emphasis on formal teaching in schools, which was attributed to ignorance about developmentally appropriate ECCE practices in schools. A significant number of teacher educators did articulate ways by which they or their institutions try to reduce gaps in the transaction of the curriculum. About 40 per cent of teacher educators said that they organize workshops, seminars, talks etc. to supplement the teaching and thus reduce the curricular gaps.

**Feedback from Alumni:** Although the recurrent finding in the study is that the understanding of the teacher educators and academic heads regarding the curriculum does not meet required professional standards, the feedback from the alumni across institutions is paradoxically fairly positive. Almost all alumni from across institutions felt that their training equipped them well to teach in a good ECCE setting and was in sync with the need of the job. It also helped them understand children and their needs and they felt that the training equipped them to confidently plan and implement ECCE programs. Possibly this feedback is to be expected since most preschools do not follow a developmentally appropriate curriculum; as a result there is not much demand on the teachers in terms of theoretical understanding or insights.

Interestingly, while several teacher educators and academic heads believe that the curriculum is inadequate, most from the private institutions report that in their institutions reviews of the curriculum are conducted either annually or within five years. The fact that the curriculum is found to be inadequate by a large number of educators and heads despite the practice of annual reviews raises an important question for further research – does the annual review not provide opportunities to address the identified gaps and revise the curriculum to an adequate level of satisfaction for the teacher educators?

An important observation that comes through from this analysis is the need for appropriate reference material and readings for teacher educators, especially since in most cases the curriculum is devised by curriculum framers or consultants while it is required to be taught by teacher educators, who may not have the capability or knowledge to transact it. It also points to the need to involve teacher educators in the process of curriculum framing along with subject experts and teachers to make the curriculum more teacher educator friendly, yet connected to the field practice.

**Challenges in Transaction:** The most commonly shared challenge in transacting the ECCE Teacher education curriculum was described by teacher educators from across most institutions other than

those sponsored by NGOs as ‘inadequate knowledge and attitude of trainees’. From the NGO sponsored institutions three out of six Heads reported “lack of command over the English language” as a constraint. Two teacher educators from unrecognized private institutions cited ‘developing reflective thinking’ as their challenge.

This analysis reflects a possible disparity between the actual entry level of the student teachers and the level expected by the curriculum framers. Given this disparity, a pertinent question that arises is – should the curriculum and syllabi be designed and prescribed centrally by the affiliating or regulatory authorities like Universities, SCERTs or NCTE for the teacher educators to teach? Or, alternatively, should these organizations just prepare a broad curricular framework and leave it to teacher educators, as a collective in any institution, to detail out the syllabus. The latter is certainly a more desirable option since it would allow for the flexibility and adaption to local contexts and levels of student teachers. However, for this to happen there will need to be effective training and professional development provisions for teacher educators in not only the methods of transaction of the curriculum but also in development and adaptation of these to local contexts.

### 3.4.7 Course Content

The study could not conduct an in-depth review of the curriculum due to constraint of time. However, it did seek information on the courses/papers taught and consolidated this information. Table 3.4.2 describes the commonly included Courses across institutions.

**Table 3.4.2: Course Content**

Commonly taught papers	Others (taught in less than 15 institutions)	Taught in less than 5 institutions
1. Child development	12. Teaching of English	17. Child counseling
2. Early childhood education	13. Teaching of social science/ EVS	18. Early stimulation
3. Health and nutrition	14. Teaching of mathematics	19. Curriculum development'
4. Classroom organization and management	15. Spoken English or communication skills	20. Policies in ECCE
5. Methods of teaching	16. Computer science	21. Institutions working in the area of ECCE
6. History and philosophies of ECCE		
7. Art and craft		
8. Preparing TLMs		
9. Assessment of children		
10. Working with parents and community'		
11. Children with special needs		



As evident from the table above, the curriculum followed by most institutions does include courses relevant to ECCE and takes into account a Child Development perspective. This is a positive finding. However, some institutions also report courses like ‘Teaching of English’, ‘Teaching of social science/EVS’ and ‘Teaching of mathematics’ which reflect a clear downward extension of primary schooling into ECCE and suggestion of a formal teaching approach. While the NCTE curriculum guidelines do advocate a two year integrated curriculum with the second year focusing more on Grades 1 and 2, the intention is to cover children upto 8 years as the early childhood stage. The inclusion is aimed at sensitizing the teachers towards the need to smoothen the transition for children from preschool to early primary through a school readiness component and continuation of an activity based and developmentally appropriate methodology. This transition is not reflected in the titles of the courses, which instead appear to connote more of formal teaching than active learning.

A very significant observation was that many institutions also reported including ‘spoken English’ or ‘communication skills’ and ‘computer science’ as courses for their trainees, over and above the commonly taught papers. This reflects an emphasis on the professional and personal development of the student teachers. Two institutions also reported that they included research as a component in their curriculum, with case studies or project work to be undertaken. Although institutions reported including ‘working with parents and community’ and ‘children with special needs’ as papers in their curriculum, the trainees’ feedback on the whole was that these were comparatively weaker components of the course.

A few institutions, mostly from the higher learning category, also reported ‘Child counseling’, ‘Early stimulation’, ‘Curriculum development’, ‘Policies in ECCE’ and ‘Institutions working in the area of ECCE’ as titles of some of their courses. Inclusion of these courses reflects an effort to go beyond just basics and provide the student teachers with a more comprehensive foundation. However, perspectives about progressive pedagogical practices do not seem to appear in any form. The choice of terms and phrases used for the courses also indicates that little or no space is made available to challenge conventional wisdom or engage in reflective teaching and self-development as prospective ECCE professionals.

Overall, one can conclude that going by the titles of courses, there is a great deal of commonality in the content of the curriculum for ECCE teacher education across most institutions, barring a few exceptions. However, it has to be conceded that titles by themselves reveal very little and a detailed review of the curriculum and its transaction was outside the purview of this study. A more intensive study of the content, transaction and readings for each of the papers will provide more detailed insights about the range and nature of perspectives facilitated in the respective courses.

### **3.4.8 About Internship/Practice Teaching**

Although the advocated approach in providing field experience to student teachers is through an internship model which allows for a complete ‘immersion’ into the preschool/school system and a com-

prehensive experience of not only teaching children but also of planning and organizing a full-fledged programme, the common practice is to place students in preschool/schools for practice teaching of a certain number of lessons. This is done by preparing specific lesson plans and delivering them in a supervised situation. This fragments the entire experience and can have only limited benefits.

Almost all the teacher educators and Academic Heads across different categories did report organising supervised practice teaching as part of their curriculum, in this mode. The duration of the placement reportedly ranges from less than 10% of the course duration to in some cases 50% of the entire duration. The criteria for choosing the centres for practice teaching generally include proximity to the institution, proximity to the trainee's residence and the reputation of the centre. Higher learning institutions prefer to place their trainees in reputed or well-known centres. Some heads also recommend placement in centres with diverse socio-economic and cultural settings.

In terms of the process of practice teaching, majority of the teacher educators across all categories shared that the trainees are required to develop lesson plans and TLMs in preparation for the practice teaching. About 50 percent of the teacher educators reported that trainees are expected to complete certain theory papers and familiarize themselves with class lesson plans before starting practice teaching. It is significant that very few stated that the trainees are required to familiarize themselves with the socio-economic and cultural contexts of the children and their families.

Practice teaching is supervised by teacher educators and in some cases by the class teacher and the school head. Other supervisors mentioned by teacher educators include academic head/coordinator, and external examiners. More than 50 percent of the Academic Coordinators from unrecognized NGOs and private institutions reported use of a structured observation checklist as a tool for supervising practice teaching.

Practice teaching can sometimes be difficult to organize and coordinate. Between 40 to 50 percent of the respondents from across institutions articulated 'lack of cooperation' from schools as the primary problem encountered by the institutions in organizing practice teaching. A small number of respondents report 'mismatch between theory and practice' as a problem, which can create a sense of cognitive dissonance for the trainees.

Presently, there are no norms or identified red flags from NCTE to address concerns related to practice teaching, a critical component of any training. Owing to a lack of regulation for the way nursery schools are established and run, including teacher education programmes, many institutions get away with diluting the original vision of school internship and field experience.

Although the situation with regard to this component seems to be far from ideal, across institution types, many alumni interviewed rated the training they received as ranging from being 'good' to 'very good' in terms of preparation for practical experience with children and parents and to work in diverse ECCE settings. However, alumni from some private unrecognized institutions did express their dissatisfaction since they felt it does not prepare them for different settings.

**Lab Schools:** In consonance with the above observation, many trainees reported that their practical experience is limited, in many cases, to just ‘lab schools’. Several ECCE institutions have ‘lab schools’ attached with them. Mostly, these are nursery schools that enroll children from the neighbourhood. Very often, trainees enrolled in the ECCE teacher education programmes actually teach in the lab schools. This ‘teaching’ is considered to be the practical component. For the ECCE institution, it is economically beneficial and organizationally easy. They do not have a full staff in the nursery school and they get away with not paying anything to the trainees. In effect, it’s the trainees who pay, as part of their fee; they study for an ECCE certification and work as untrained teachers in the belief and knowledge that they are acquiring practical experience. Little wonder then that they are unable to critique what transpires in the ECCE classroom since they are not always exposed to ‘good practices’. In contrast are a few Montessori Training institutes that only allow trainees to observe and not actually work ‘hands on’ themselves with children through the practice teaching period, since they consider it unethical to let untrained persons interact with children. Both are extremely opposing views and their relative benefits and limitations need to be debated.



### 3.4.9 Ratio between Theory and Practicals

During the focus group discussions trainees were asked if they found the ratio of theory and practical components in their course of study to be adequate. The responses obtained were varied. Among the higher learning and government institutions, most of the trainees in 4 out of the 5 discussion groups found the ratio to be adequate, since they believed the experience they received with children was adequate for them to relate theory with practice.

**Table 3.4.3: Theory vs. Practical**

HLR	HLU N = 1	Gov. n = 3	PRR n = 5	PRU n = 4	NGR n = 9	NGU n = 2	Total n = 14	N= 38
<b>30: 70</b>					1		1	2
<b>40:60</b>		1	1		2	1	2	7
<b>50:50</b>		1	1	2	1		5	10
<b>60:40</b>	1		1		2	1	4	9
<b>70:30</b>		1	1	1	3		1	7
<b>80:20</b>				1			1	2
<b>90:10</b>			1					1

Table 3.4.3: N=38

Amongst the private institutions, the opinion was divided equally, with half finding it adequate while the other half wanted the practical component to be increased. They believed a longer duration would make them more confident when they finally get into their respective jobs. Some believed a longer practical component would give them hands-on experience of working with children in diverse contexts. Some of the groups could not respond to this question since their sessions had only recently started and as they had not received any orientation about the course till date, they were unable to share their views on it.

This analysis indicates that the views on adequacy of the ratio of theory to practicals are very diverse. A lot of variance can be seen even amongst recognized institutions, which points towards an ambiguity in determining the value of this ratio. Unfortunately, the study was not able to get adequate information to arrive at an optimal ratio. It is however proposed that as reflected in the table also, 1:1 ratio or a close approximation should be considered as optimal since it would enable a better understanding of the integration of practice teaching with theory. The practical component could in addition to a practicals' component, include a strong internship component wherein student trainees could actually spend a concentrated duration of time in a preschool or range of preschools, handling different aspects of preschool organization, planning and teaching. The challenge expressed by many is to locate preschools which (a) follow a curriculum which is in sync with the teacher education approach and (b) which allow interns to work with them. Given this situation, as mentioned elsewhere in the report also, a recommendation of the National Policy on Education (1986) in its Plan of Action (1990) regarding each Teacher education institution adopting and working with 20-25 preschool centers /AWWs should be revived. This would provide an optimal solution since it would be mutually beneficial, both to the system, as it would help upgrade the centers into good quality demonstration centers and at the same time, provide a field lab to the institutions which they could ensure would be consistent with their approach.

### Contrast in Approach.....

At a certain institution, in the name of practical assignments, the trainees made elaborate and overly embellished files with same old nursery rhymes in them and western pictures that were completely out of sync in our culture. The trainees also made classroom plans which reflected that no careful analytical thought was given to why a certain activity was being done. The stated objectives were defined as “to teach children a rhyme” or “to teach children colors” without any developmental aspect behind it being talked about. Also, these files were exact replicas of each other. No trainee’s work was even slightly different, with even the mistakes being the same! And these in turn were replicas of previous years’ files! This reflects how the training program did not encourage creative thinking and seemed to be content in towing the same line.

In a higher learning institution, we were not able to observe a class in progress since the classes were over and exams were about to begin. However, talking to the trainees, we felt that a lot of respect was given to them not only as adult learners but also as human beings and as women. They shared that each one of their birthdays were celebrated here, something that they found strange initially because they had not celebrated anything about themselves in years now! However, the teacher educators told them that it was important to realize their own importance too in this world and that each person was unique and deserved to be treated that way. This helped many trainees to rediscover themselves and be confident about themselves and they shared that they hoped to translate this experience in the classrooms when they teach. Thus, reflecting the power of experiential learning.

### 3.4.10 Transaction of the Curriculum

**Methods Used:** In order to gather a comprehensive understanding of the nature of transaction of the teacher training curriculum, responses were sought from teacher educators, enrolled trainees and alumni of the programmes about transaction methods and experiences. The responses indicated that overall the lecture method with blackboard teaching was the most common practice across all categories of teacher education programmes. In addition, small/ large group exercises, role play, simulations were also used. This is further authenticated by observations made at the teacher education institutions. Interestingly, responses from alumni show an almost equal usage of all methods (such as lecture method, group discussion, role play and tutorials) which was not necessarily evident in the visits.

‘Tutorial and mentoring’ emerge as the least preferred methods amongst all categories, especially in the government institutions. In the private institutions these along with role play were more frequently used. Alumni were also asked to rate the methodology used in the classroom for its effectiveness. Interestingly, most alumni rated the methods used between good and excellent across institution types.

### *Opportunities for Hand-on Experience:*

Although a large number of teacher educators and academic heads had reported field placement as an important part of the curriculum, connections between field placements and discussions through case studies appear to be weak. Both teacher educators

#### But how to stop this?

In few of the institutions we visited, it was observed that often even the basic facts that were taught were incorrect. In one of the institutions, where they had developed their own handbooks and material, the teacher educator was teaching in the classroom about basics of child development and told the trainees that ‘development happens in steps where physical development happens first and mental development happens later’.

On one hand we talk about experiential learning and hands on training as being the preferred methods while what we see in reality is one way teaching with the teacher educator doing most of the talking and directing questions towards trainees which are mostly factual in nature and do not encourage any critical thinking. Trainees also asked questions about what to write in the exam rather than knowledge seeking.

and trainees across institutions reported minimal use of case studies and field observations as a method of transaction.

Interestingly, responses to the same question from alumni indicate a consistent 'above average to excellent' use of case studies and field observations as method of transaction! It may be noted that the alumni interviewed were identified by the institutions themselves, and this may reflect a certain bias in their responses.

***Utilization of Teaching Aids:*** Given the importance of the play way method and experiential learning in ECCE, the development of learning materials is an integral part of any training for this sub stage. Teacher educators from all categories of institutions confirmed that this was a component in their training. Other than in the government institutions, use of multimedia was also reported for classroom transaction by many institutions. Both these kinds of learning aids were endorsed by the alumni as effective methods or tools of learning. In the government run institutions however, these were rarely used.

### ***Direct Observations of Classroom Processes***

From the above responses of the teacher educators one may mistakenly conclude that a shift is taking place towards more interactive teaching learning methods such as the use of group discussions, multimedia etc. However, the direct observations of the classrooms during the study did not support this conclusion. Full day observations were carried out in the institutions that were visited and these were recorded on a 5 point frequency scale covering different aspects of classroom transaction such as responsiveness to the needs of trainees, content delivery, interaction strategy, facilitation of group processes and feedback.

Observations of the field investigators revealed that teacher educators largely read aloud notes in the class and did not facilitate interactive discussions through the use of case studies, or use of student teachers' observations and experiences. The use of multimedia was observed in only one private unrecognized institution. Across institutions, responsiveness to trainees got low scores on an average. Across all categories, only about a quarter of the observations about transaction processes were interactive, friendly, communicative and thoughtful. Teacher educators gave few opportunities to trainees to ask questions or answer their questions satisfactorily or discuss issues raised by them. For the delivery of the content, interestingly only private unrecognized institutions seem to refer to current researches and provide references during the teaching-learning process! Aspects such as guided group discussions and building on the experience and knowledge of the trainees seem to be missing. However, group work as a method seems to be gaining ground except in the government and higher learning institutions. Teacher educators were observed to be asking questions both to the entire group and to individuals. However, these questions were mostly factual and not analytical or thought provoking in nature. This was observed across all institution types except the recognized higher learning institutions.

In addition to direct observation, 30 Focus group discussions (FGD) were conducted with trainees across institution types to gather their views on the teacher education program that they were currently enrolled in. Amongst other attributes, they were also asked to describe classroom processes. Many groups said that classroom interaction was lively and participatory and that trainees were given opportunities to share their thoughts. Among the unrecognized private institutions however this was mentioned in only three out of thirteen groups. Four groups in this category felt that classroom interaction is one-sided with the teacher doing most of the talking. Majority of unrecognized NGOs also conveyed the same perception. Interestingly, alumni of these institutions did not seem to agree with this perspective and this may be a case of biased opinion, as mentioned earlier.

Trainees were asked to delineate ways by which their teacher education programmes can be made more meaningful. Most of the trainees' responses suggested improvement in the quality of teacher educators, be it their communication style or their role in making classroom interactions more stimulating through real life examples and anecdotes about children. This indicates the need for well trained professionals in the area of ECE who can be inspiring student teachers. In addition to the quality of teacher educators, a few groups also suggested improvement in infrastructure including provision of even basic toilet facilities. Majority of the groups of student teachers of private institutions both recognized and unrecognized, suggested more field visits in the curriculum in order to improve effectiveness.

While these observations and feedback related to teacher educators definitely point to the need for more progressive and interactive methods of teaching learning, it would be fair to state that a more in-depth study of transaction practices will be required to adequately assess and analyse the nature and scope of classroom processes. However, it may be reasonable to conclude from the above analysis that there is a need for teacher educators to be provided initial and refresher training in state of the art knowledge and more constructivist teaching learning methods to upgrade the quality of their classroom teaching.

#### **3.4.11 Assessment of Student Teachers**

The teacher educators' responses on assessment of student teachers evoked very diverse and inconsistent response which may well be indicative of the fact that either the teacher educators did not fully comprehend the question about formative and summative evaluations or they chose to state that they follow Continuous Comprehensive Assessment (CCA) but are not fully sure what that means. All teacher educators in the unrecognized higher learning institutions and recognized NGOs for instance reported following the process of CCA with the trainees, less than half also reported that they followed the practice of annual examinations and none reported the practice of semester/term examinations. Amongst other categories, the responses were almost equally divided for CCA, term-wise evaluation and annual examinations within a given category.

Both teacher educators and academic heads reported that assessments are predominantly carried out by internal examiners across categories, followed by evaluation by external examiners. Academic

heads reported that the performance of the trainees was recorded mostly in terms of marks and grades. Two academic heads from private unrecognized institutions reported using written feedback and remarks as a means of assessment.

### **3.4.12 Evaluation of the Training Program**

The situation with regard to inspection or review of programme is expectedly not very encouraging. Academic heads responded to the query regarding how frequently feedback was sought by their affiliating organizations. Amongst the recognized institutions, across categories, the view was that NCTE rarely sought feedback about the curriculum or its transaction from the institutions recognized by it. A few even reported never being asked for feedback. On the other hand, more than half of the educators and heads felt that when held, inspections were helpful for their training programmes. Amongst the unrecognized institution, a few heads shared that the affiliating institutions in contrast sought feedback from them each year.

This highlights a very significant lacuna or limitation in the concept of NCTE as a regulatory authority, since it seems to currently have only a one time role of awarding recognition, with no provision for orientation of institutions in the prescribed curriculum, nor any continuing role as an academic resource institution mandated to not only identify but also promote and ensure quality through proactive initiatives and hand holding of the institutions.

## **Conclusions**

In conclusion, some of the major findings with regard to curriculum development and transaction that emerge from this analysis present a very mixed picture across institutions. In terms of curricular objectives and vision for the programme, while most institutions articulate their objective as preparation of teachers for teaching in preschool, most responses from both teacher educators and academic heads did not reveal deeper engagement with issues related to change and emerging context of ECCE as a field indicating a lack of reflection at all levels. A significant concern coming through is the limited consultation with practicing teacher educators in the process of curriculum development with no planned induction training or orientation. An important recommendation that comes through from this analysis is the need for appropriate reference material and readings for teacher educators, especially since in most cases the curriculum is devised by curriculum framers or consultants and required to be taught by teacher educators, who may not have the capability or knowledge to transact it as conceptualized.

Wide variation in the component of practice teaching and the concerns related to its effectiveness also demand specific attention. A major challenge in this context is getting cooperation of preschools especially those with a consistency of vision and practice. This study recommends that each institution should adopt a field area as lab area with 15-20 preschool programmes, and work with them to strengthen and upgrade these centers into demonstration preschools by providing quality inputs, while also ensuring a committed lab area for practice teaching for the student teachers. This approach



would be of mutual benefit and also serve to strengthen the system. In terms of the teaching learning methods and materials being used in the teacher education institutions, while the reported responses indicate a definite shift towards more interactive methods, the actual observations and feedback from student teachers is not always very positive. As reported in the chapter on teacher educators also, there continues to be an overall dominance of the lecture method and blackboard teaching. Some of these observations and feedback definitely point to the need for teacher educators to move towards more progressive and interactive methods of teaching learning, indicating a need for teacher educators to be provided initial and refresher training to bring them upto date with current knowledge, skills and attitudes and to enable them to move towards more constructivist and interactive teaching learning methods.

## Open and Distance Education

The study includes a review of the teacher education programmes under the open and distance mode, since teacher education is offered for ECCE through this mode as well. The three distance education programmes included in the study on a sample basis were Diploma in Early Childhood Care and Education offered by Indira Gandhi National Open University (IGNOU); Certificate in Early Childhood Care and Education offered by National Institute of Open Schooling (NIOS); and Diploma in Early Childhood Care and Education offered by Tamil Nadu Open University. Due to the distinct differences between the features of the direct mode and distance mode programmes, this component has not been integrated with the rest of the study data but treated separately in this chapter.

The methodology followed for review of this component was through collection of data on the courses from the academic heads at the universities, and from the coordinators, counselors, trainees and alumni of the study centres. This was done through the use of interviews, FGDs and observation of classes in the study centers. It may be clarified that this component has been reviewed in this study at a more exploratory level and not in an in-depth manner, with the attempt being to understand the structures and provisions under this mode. Consequently, each programme has been discussed independently as a case study and on that basis some common issues have been identified.

### 3.5.1 The Three Programmes

#### *Indira Gandhi National Open University (IGNOU)*

The Indira Gandhi National Open University has its headquarters at Delhi. It was established in 1986 and its Diploma Course in Early Childhood Care and Education (DECE) was initiated in 1995. This is a 32 credit part time course with the minimum duration of 1 year, although students have the flexibility to complete the course in seven semesters. The course is on offer in two academic cycles each year i.e. January to December and July to June. The options for medium of instruction are Hindi, English and Tamil.

There are four courses in the diploma programme out of which three are theory papers and one is project work in which students are placed in a nursery school for 30 days. These nursery schools are identified either by IGNOU or by the students themselves. The project work consists of three phases; the first phase is comprised of observation and second and third phase involves actual working with children. There is no separate course on inclusive education although it is extensively covered in one

of the three theory courses. The study centre has to conduct 10 counseling sessions for each theory course. Thus, for the three theory courses 30 counseling sessions are prescribed.

The University provides funds for the development of the course. The students' fee is Rs. 1900, which is paid directly to the university. Every year approximately 2500 students are enrolled for the course. The profile of the trainees is generally of persons who are either working or require a degree or of married women who have time on their hands!

The eligibility criterion for admission is Class XII certification with a minimum percentage of 50%. No entrance examination is conducted. Standard government rules apply in the context of the reservation policy. Students from all across the country are eligible to apply; they are allotted the nearest study centre for their contact classes and examination by their respective IGNOU regional centres.

The objective of the course is to prepare professionals for working with children in the age group of 0-6 years. On completion, the students are eligible to get jobs in a variety of set ups ranging from, NGOs Anganwadi Centers (AWCs) to well recognized institutions. To complete the course, the students have to submit one assignment each for three theory papers and also pass summative final examination for each of the theory papers. The students also have to complete project work and submit the file for the same to the university. The evaluation is a combination of formative and summative methods; the former type of evaluation is done for assignments and project work at the study centre and the latter is done through examination conducted by the university. 30% weightage is given to the project file assessed by the IGNOU examiner.

The programme is recognized by the Distance Education Council, but not by NCTE as NCTE has no norms specified for distance education courses as yet.

In terms of administrative arrangement, the university has established a network of regional centres and study centres across the country and abroad, but all courses are not offered at all study centres. A course is activated at a particular study centre only if the study centre fulfills the criteria for activation and has appropriate facilities and counselors (teachers) available for the concerned course. The study centres apply to the University for activation for specific courses. They are scrutinized, inspected and if found suitable are activated. The study centres are given a grant from the university to run the courses. If the study centre has been activated as a special study centre, 35% of the fees generated from the students of the study centre are given as a grant to help the study centre function and the study centre has to manage its administrative functions from that amount. However, the fee of counselor is paid by the University. For a general category study centres, the centre is expected to maintain records and registers of all the expenses in the given proformas and the same are reimbursed.

DECE programme was also offered under PAN AFRICA Network Project in Rwanda and Malawi and the counseling sessions were conducted via teleconferencing from headquarters.

In terms of staffing, the IGNOU headquarter has various schools under which all the programmes are offered. The diploma in ECCE is offered by School of Continuing education. This department has two full time Academics/Professors, both with PhD in Child Development and many published papers to their credit. Their remunerations are at par with the UGC scales of pay. They are responsible for study material development and setting up question papers for examination.

The teacher educators for counseling the students are identified by the study centres themselves and after their subsequent approval by the regional centre of IGNOU; they conduct counseling sessions for the students. They also check the assignments and submit the marks to the regional centre for compiling the final result.

### ***National Institute of Open Schooling (NIOS)***

The National Institute of Open School offers a Certificate course in Early Childhood Care and Education, as a part time course. The minimum duration of the programme is 1 year with the flexibility of completing the course within five years of registration. The course is on offer in two academic cycles each year i.e. January to December and July to June. The medium of instruction options are Hindi and English. The ratio of theory to practical is 70:30.

The eligibility criterion for admission is Class X certification with minimum passing marks. No entrance examination is conducted. The course prepares professionals for working with children in the age group of 0-5 years and students generally find jobs in crèches, private schools and *balwadis*.

The study centres are given affiliation on the basis of the prescribed norms. The centres that apply are inspected before being affiliated. The prescribed batch size is of 25 students and a centre could have two-three batches at a given time. The teacher educators conduct counseling sessions at the study centres. The study centres are supposed to conduct 30 personal contact classes for theory courses and 5 personal contact classes for practical component.

The total cost of the programme for the students is Rs. 3000 which is charged by the study centres. Out of this, Rs 500 is given to NIOS by the study centre. The headquarter official who was interviewed was aware that some study centres charged higher fees also, depending upon the facilities offered. Mostly married women and mothers enroll for the course. NIOS also reported formative and summative evaluation methods being used, as there are external assessments, assignments and final examination at the end of the course.

### ***Tamil Nadu Open University (TNOU)***

Tamil Nadu Open University, headquartered at Chennai also offers a Diploma in Early Childhood Care and Education (DECE) which is recognized by the Distance Education Council and the Government of Tamil Nadu. The university was established in 2004 and the course was initiated in 2007.

The focus of the course as reported by the counselors is to develop a holistic understanding of children, improve quality of preprimary education, and effectively deal with preschool children. It also enables the trainees to set up their own child care centres, plan and organize developmentally appropriate activities for the children and be able to handle illnesses and disability among children.

The duration of the course is 1 year and is available in two academic cycles each year i.e. January – December and July – June. It trains professionals to work with children in the age group of 0-6 years and is offered in English and Tamil languages. The eligibility criterion is similar to IGNOU's i.e. class XII certification with minimum 50% marks. No entrance exam is conducted. The students are charged a fee of Rs 6500 for the whole course. According to the Coordinator and Counsellor of the course, the trainees who enroll for the course are generally socially from low income category or are those who have secured less marks and not eligible for admission elsewhere.

Interestingly, unlike in IGNOU, both the faculty members at the Tamil Nadu Open University at headquarter did not possess academic or professional qualification from disciplines related to the course. This was not seen by them as a limitation, since they felt they are required to handle only administrative tasks. According to them, it was ensured that the counselors at the study centre have specialization from the related field.

Two of the four study centers visited offered the distance education diploma exclusively and were therefore operational on a part time basis. Interestingly, the other two study centers were operating otherwise on a regular basis, were offering classes for 5 days in a week, but had also affiliated with distance education system to enable the students to appear for the distance education examination to get recognized certification.

### **3.5.2 Major aspects of the Open and Distance Education Programmes**

#### ***Process of Designing the Content and Curriculum***

Given the critical importance of quality of the curriculum and course material developed, especially in the context of a distance education mode, the process of its development is much more rigorous. This is evident from the process that has been followed in the design and development of the course and content of the Diploma offered by IGNOU. The entire process was planned and followed up by IGNOU. An expert committee reviewed the draft of the curriculum. Once approved an academic council was constituted and the chapters were divided and allocated to course writers. The IGNOU faculty reviewed the modules developed by the course writers. At every level, committees were formed and meetings took place to finalize the content and curriculum. This being an intensive and time consuming process ensured the quality of the material being developed. The flip side of this is that the process being so time and energy intensive, it hindered the timely revision of the curriculum. It was observed that the content and the curriculum of this programme has not been revised in the last 15 years. The counselors at IGNOU mentioned this as an issue and stressed the need to have revisions in the education material, so as to include recent research and literature in the course. Two of the

counselors interacted with reported bridging the gap through sharing references and other resource material with the students to keep them updated.

The curriculum for ECE course offered by NIOS was also developed through a committee of experts from Child Development and Early Childhood Education but it was reported to be revised within 5 years. Due to time limitations of the study, details regarding the study material could not be reviewed. However, as compared to the courses developed and used for the direct mode it was observed that these courses provided more diverse information on the kinds of ECCE programmes available in the country, particularly in the public sector.

At the study centers affiliated to IGNOU, in all 10 contact classes are organized for the trainees and these are held on Sundays to accommodate trainees who are working and cannot attend the classes on weekdays. Interestingly, it is not mandatory to attend classes. A period of 30 days is prescribed for practice teaching for the trainees during whom they have to complete a project. NIOS have their own prescribed course and curriculum and contact classes are held over a total of five days for the trainees.

The four FGDs conducted with trainees and interviews with the alumni indicate that the students are generally satisfied with the course material and duration of the course. However, they do report some administrative issues such as delays in receipt of material and at times inadequate information about class schedules, which are more administrative in nature and need streamlining.

### ***Teaching Learning Methods in the Study Centers***

In the course of the interviews and FGDs, the counselors /faculty and trainees were asked about the methods used in the contact classes. The responses received from a few Counsellors indicated that lecture method was neither used nor considered effective for the trainees enrolled for distance education programmes. They believed that the lecture method did not work with the trainees and it was beneficial to have discussions with the trainees as that provide opportunities for them to share their experiences of what works and what does not. Adapting the subject matter to the needs of the trainees was also reported. However, contrary to this response, observations of the training sessions revealed that the lecture method was prevalent in most of the classes, although it was accompanied in some cases with small group discussions, role plays, case studies and self reading. Blackboards were the most commonly observed material to be used in the class. Use of computers was observed in only one contact class. In one case the classroom was also observed to be noisy with inadequate light which was a hindrance in reading the blackboard. One of the sessions was also observed to be very monotonous. Although the courses mentioned use of multimedia and audio visual aids, in most of the centers visited, this was not being used, though available, since the course had just begun.

The students reported use of observation, practical assignments and field placements for hands on training. Students also reported that they had to do a project, wherein they were placed in a nursery/ preschool setting for observation and for conducting classes as well. Field trips were organized by the

organizations which were operational on a regular basis and use of case study as a method was used in a smaller percent of the programmes offered.

### ***Qualification of the Staff***

The situation with regard to professional and academic qualification of the faculty at the headquarters and at the study centres of the three programmes appears to be very diverse.

*At Headquarter level:* At this level of the three organizations covered i.e. IGNOU, NIOS and TNOU, the academic heads are the faculty incharge of the ECCE Teacher training programme. The data shows that all those interviewed were not specialized in the discipline of child development. The two academic persons leading the course in IGNOU have doctoral degree in disciplines of Child Development and Nutrition; the Academic Coordinator in the National Institute of Open Schooling has a post graduate degree in Education and Arts with specialization in Child development and learning disability. However, in Tamil Nadu Open University the Academic head had a doctoral degree in Economics with specialization in Distance Education. He was reported to be responsible for administrative responsibilities alone, which he felt justified his position *vis à vis* appropriateness of qualifications. In IGNOU and NIOS the Academic heads were responsible for material development and curriculum planning and designing which was done not by themselves entirely but through a consultative mode with involvement of a range of experts. The faculty is expected to coordinate the meetings, plan evaluations etc. In Tamil Nadu Open University, evidently the content and materials from IGNOU was adapted, translated and used. All the academic heads had a long experience of working, ranging from 10 years to 47 years in this field!

The Administrative wing at the Headquarter level is responsible for reviewing the Records for attendance, the records of the teaching staff, infrastructure and resources at the study centers. Although the Academic heads are also required to visit and review the teaching at the Study Center, this remains very infrequent. Unfortunately, there is no system in place for the Headquarter faculty to maintain direct contact with the study centers and review implementation of the course on a regular basis through periodic meetings etc. A possible concern also is that the process of selection of study centers is the responsibility of the regional centre/administrative unit of the university and does not involve the main faculty at all, so that the process of assessment of the quality of the centers may not be as rigorous as required in terms of technical considerations.

*At Study Center Level:* Across the three programmes, all Coordinators interacted with had a doctorate or postgraduate qualifications. However the concern is that these qualifications were not always relevant to the course. For example, one coordinator had a specialization in Child Development and Family Relationships whereas the other three interacted with, specialized in English and Political Science. Again the same rationale was applied as in the case of headquarters that the job requirement of the coordinator is more administrative. At each study centre variety of courses are available and coordinator is not involved in teaching the courses. They are expected to be responsible for the

organization, administration and management of the programme. They coordinate the admissions, recruit counselors, contact and schedule the contact classes with the counselors. They also coordinate the collection, checking and distribution of assignments and deal with day to day problems of the trainees. The experience of the coordinators ranged from 10 months to 30 years.

The technical expertise for teaching the course is largely expected to be with the Counselors. Among the five Counselors interacted with, three had well matched qualifications, being post graduates in Child Development, Foods and Nutrition. One of the counselors had a doctorate in Psychology and another was currently pursuing her doctoral studies. The remaining three counselors had taken their trainings in NTT and ECCE courses. It was observed that they were taking the classes in accordance with their qualification. Their experience ranged from 10 months to as long as 18 years. However, given the fact that the trainees who take up this course are not of high academic competence, the challenge for the teacher educators must be significant. A more extensive survey of the study centers would be needed to assess the extent to which the current set of Counselors have the necessary qualifications and technical expertise to be able to meet this challenge.

A further concern is that none of the distance education courses provide any orientation or induction training for the teacher educators/ counselor, especially given that the course is in the distance mode and trainees are more dependent on course materials. The counselors are contacted and recruited on the basis of qualifications by the study centre. If the feedback received for the counselors is not good, they are discontinued. Four of six counselors reported updating their knowledge by reading latest research and books, but not many opportunities were provided by the Distance education courses for professional development.

### ***Practice Teaching – Duration and Opportunities***

Both the IGNOU and the NIOS courses in ECCE require placements for a period of one month. The trainees from IGNOU programme did not report problems regarding placements but the counselors from NIOS reported difficulties in getting placements for their students and in getting cooperation from the staff at school. The supervision for the placements is conducted by the teacher educators or by the class teachers in the school where the trainees were placed. The trainees are expected to plan daily activities, prepare develop low cost teaching learning materials and conduct the classes. The review of this critical component was not possible in the course of this study due to time constraints.

However, given that in many cases trainees themselves have to take responsibility for the practice teaching, this raises concerns regarding the extent of rigour and discipline that goes into this component, which is key to the preparation for teaching.

### ***Assessment of Students***

The trainees of the IGNOU course are expected to submit three assignments, one for each course on which they are marked. While 30 % of the marks are on the basis of assignments, the remaining 70 %



are for the final annual examination. In terms of assessment of project work, 70% marks are allocated for practice teaching and 30 % for the practical files. The trainees from NIOS course have weekly tests and half yearly and annual examinations. Additionally they are also marked on the basis of project work, workshop reports, classroom performance and microteaching.

## Conclusions

Though it is not possible to give a national picture on the basis of three universities covered, what emerges is a quick understanding of how programmes in this mode operate. The structure is essentially through a network of a headquarter unit, some regional centres, and the study centres, covering the entire country for the National Universities and the entire state for the State Universities. The study centres are activated after proper formalities are complied with; however, variations were found across centers. On the one end there were regular educational institutes conducting their educational programmes and offering the teacher education programmes on a part time basis in affiliation with the respective universities. At the other end, there were private organizations offering their own diploma courses, but to facilitate some authorized certification for their students, they have affiliated with the distance education programmes.

All the programmes on offer had a combination of theory courses and practical/ project work. The minimum duration of the programmes on offer was 1 year but the students were given flexibility to complete the course over longer duration. With the lack of any induction training of the Counselors, it is expected that there would be a range in terms of quality of the contact classes in the study centers and there is no feedback on the extent to which the Counselors are able to do justice to the course materials or priorities. The quality of practice teaching is also likely to be a concern, especially in situations where direct supervision is not possible.

The students after completion of the programme are eligible for teaching jobs only in the private sector, as these courses are not recognized by NCTE. Many students, already working in schools without any specialized training in ECCE, join these courses to upgrade their skills either out of choice or because the managements of the private institutions promises incentives linked to certification.

The study centres visited had to large extent basic facilities of classrooms, libraries, computer labs, audio-video labs for students; however the quality of the programme offered and ease of availability for the distance learners may vary. Incidentally, the fee structure also varied among the study centres of the university as some study centres, especially where the diploma was being offered by the centre on a regular basis and the distance education component was additional, charge higher fee than that prescribed by the headquarters.

As mentioned earlier, updating and revision of the curricula is an issue, largely due to the limited replicability of a very time and labour intensive process of course development. The academic heads and coordinator of the open and distance education programme also reported that the standards of

books should be improved. The production quality of the material needs to be better to make it more attractive and user friendly, especially since it is focused on a self learning mode. Improving the paper quality and colour printing were some of the specific suggestions made.

While it was heartening to see several well qualified persons involved in these programmes, there is a need for a review of the Study Centers and their programmes to see how these can provide more efficient and effective support. Monitoring and supportive supervision are very important in this mode, but seem to be in practice inadequate. Professional staffs are often not available at the regional centres, which can have implications for the quality of implementation of the programme. Academic heads from headquarters are also not able to or even expected to monitor the quality of the study centers. At present NCTE also does not have any norms for courses offered in distance mode. This lack of recognition comes in the way of expanding the clientele for these types of courses. Given the importance of this mode of teacher education currently and even more so in the years to come when a large number of teachers will have to be trained in shortest possible time, the study recommends a more in depth review be undertaken of these programmes to identify areas that need further strengthening and support, so as to enable a larger number of teachers and other professionals to get access to a good quality professional preparation. NCTE may also like to develop norms and standards for this mode, which could provide benchmarks, for institutions to work towards.

## Perspectives and Perceptions About ECCE

The purpose of this study was to review the field realities of teacher education in ECCE. In addition to direct interactions with teacher educators, heads of institutions, trainees and alumni, and observations of classroom interactions, the study also sought perspectives of experts associated with the field of ECCE including teacher education in ECCE. Thus, the wide range of perspectives gathered through this study include: a) *field based perspectives and perceptions* based on actual experiences of teacher educators, teacher trainees, alumni and school heads; b) perspectives and expectations of *experts* from the field of ECCE; and, c) a rapid *market survey* to study trends in terms of demand and supply .

### 3.6.1 The Perspectives of ECCE Experts

Seventeen well known experts in ECCE were interviewed from different parts of the country (Annexure II). Many of them have had several years of experience in various capacities in this area and their writings and advocacy have influenced conceptualization of policies and practices, including the field of teacher education in ECCE. We sought their perspectives on various aspects of ECCE including on teacher education. The methodology adopted was unstructured; questions were open-ended and were shared through one-on-one interviews. The responses obtained were not quantified but analyzed qualitatively in order to retain the meaning and spirit of what was shared. The views of experts are categorized as: (a) major concerns and (b) suggestions for improvement.

#### *Major Concerns in Early Childhood Care and Education*

*The Neglect of ECCE:* There was almost a unanimous agreement amongst all experts that there is a collective lack of awareness regarding the importance of and need for ECCE. They believed that we as a people, a community and as parents do not duly acknowledge the developmental needs of children in the early years and this lack of acknowledgement reflects in the non-serious attitude towards ECCE. This inevitably creates a vicious cycle wherein the indifference towards the needs of young children further translates into an inferior status of ECCE teachers, particularly in comparison to teachers of higher classes. This societal neglect also leads to a lack of quality training and eventually a dearth of well trained professionals in ECCE.

*Exclusion of ECCE in the Rights Perspective:* All experts expressed concern about the exclusion of children below 6 years in the Right to Education Act. In addition, concerns were expressed about the frequent violation of children's basic rights for safety, development, and participation. Issues of inad-

equate access to ECCE including day care for all children in many parts of the country was also expressed as an issue. This concern is considered to be particularly significant because a large number of women in organized and unorganised sectors in rural and urban India work outside the home with the result that infants and young children receive inadequate care and stimulation. Experts also shared that while the ICDS programme is one of the largest in the world, the quality of care and support provided through *anganwadis* and *balwadis* is questionable.

*Is ECCE a Downward Extension of Formal Schools?* Another area of concern that emerged from our interactions with the experts was the downward extension of the formal school curriculum into the preschools, wherein undue emphasis is placed on academic learning and formal education at the cost of appropriate development. The experts feel that this phenomena has led to practices that include entrance examinations for entry into preschool and further into formal schools. Many preschools give marks as part of their evaluation practices and young children are required to score high marks in preschool in order to get admission in formal schools. According to some, “the children are put into a groove, almost a “prison like” rut of everyday grind to memorize the alphabet and numbers.” Preschools, which were supposed to be an extension of the home and were to provide young minds with opportunities to develop their skills and critical thinking, have become a mere prelude to the formal school. The experts attribute this to the uninformed expectations of parents, particularly the middle class, who perceive education as the means to a better life and believe that education has to start as early as possible. The practice of formal teaching with formal evaluation procedures in the early years robs children of their childhood. Some experts also articulated that such situations result in unhealthy development of children as adults, especially where natural experiences of play and sensitive social interaction are denied to young children. In place of opportunities for self-expression and imaginative experiences, children are meant to follow a structured syllabus that mostly includes skills development for the development of the 3 Rs. Such artificial educational experiences inevitably deny children the space to develop values of cooperativeness, sensitivity and tolerance towards others. In effect, children are deprived of the sense of joy and happiness, their birth right, in the early years.

Thankfully, one of the experts felt that gradually the system is beginning to open its windows to appropriate practices in ECCE. Responses of teacher educators and heads of teacher training institutions corroborate a gradual though still weak opening of new minds and perspectives in ECCE.

A few experts also articulated that there has been a relatively favourable change in the infrastructure of ECCE centres because of greater awareness about the need for ‘attractive places’ and child friendly infrastructure. They also added that ‘this trend is being misused by preschool chains that are commercially driven wherein young parents believe such centres to be good preschools’. Unfortunately, this further weakens the prevailing lack of understanding about appropriate practices in ECCE.

*How Well are the ECCE Teachers Prepared?* There was almost a unanimous view among the experts that most teacher training programmes do not adequately prepare trainees to provide developmentally appropriate early education and/or to work competently in diverse socio-cultural settings. They believe that student teachers are prepared to follow only a “table-chair” approach for working at typical

nursery schools or for starting their own pre schools at best. Expectations from pre-schools that employ them are also limited due to their own narrow vision.

Several experts expressed that many teacher education programmes do not expose teacher trainees to a variety of ECCE settings and do not adequately orient them to the contextual needs of such programmes. One of the respondents believed that “trainees in these programs are trained like horses who perceive children as if they exist in a vacuum disconnected from their socio-cultural and linguistic contexts”. However, they also believed that it is not that the trainees are not capable, it’s just that they are not challenged enough and not given the required exposure.

Further, it was stressed that teacher education programmes do not adequately sensitise trainees to address the needs of children from diverse backgrounds. Developing a sense of respect for all communities and their customs, language, culture are very important and a common view was that this component is missing in most teacher education programmes.

### ***Suggestions for Improvement***

The experts felt that in order to address these gaps, changes need to be brought in at various levels, at the level of policy, at the level of the institutions and then further at the level of trainees and trained teachers. Some specific areas that emerged from the discussion included:

*Awareness About ECCE:* Most experts emphasized the need for the development of policies in ECCE, both for the provision of facilities and their regulation. They felt that given the fact there is little awareness about the importance of ECCE, specific strategies need to be developed to create public awareness regarding developmentally appropriate early childhood education. Awareness needs to be developed amongst all stakeholders simultaneously and collectively. Experts felt that efforts of this kind would ensure that children get the kind of childhood they deserve.

*Changes in the Curriculum:* Most of the experts who had experience at the policy level felt that the curriculum in ECCE needs to be grounded strongly in education and psychology. They also felt that teacher training institutions need to strengthen the practical work component and provide greater exposure to different kinds of programmes for their trainees.

Experts closely involved with training in ECCE articulated the need for a government policy in ECCE for regulation and approval of all kinds of ECCE centres and programmes in the country. Such regulations should also make it mandatory for appropriately trained professionals in ECCE to be employed in ECCE centres. An expert suggested that all training programme in the country (whether for Anganwadi workers or a programme to train the trainers) should specify on the certificate the objectives of the training provided. Her perspective was that this would prevent misuse of degrees and guide employers to recruit as per needs and qualifications.

There was a clear division of perspectives about the need for a standardized curriculum for teacher education across the country. Half the experts felt that there should be a uniform curriculum prescribed

by the state and should be followed across the country to ensure homogeneity and standardization in the ECCE teacher education programmes. The other half, however, felt that the curriculum needs to be based on the needs and requirements of the particular state, region and community. They believe that the curriculum needs to be contextualized and adapted to the environment and potential employment sites of the trainees. One of the experts suggested a middle path wherein she believed that an amalgamation of both these modes would work best; that is, there should be a structured and uniform curriculum framework but it should also allow enough flexibility to integrate local contexts. The experts also stressed the need for the curriculum to be reviewed and revised regularly such that contemporary issues, insights from research and new developments can be adequately incorporated.

*Monitoring of Programmes:* A major area of concern expressed by almost all experts was the inadequate monitoring of various ECCE Teacher Education programmes. Most experts strongly felt that certain standards need to be set and enforced. Institutions that follow prescribed standards should be given recognition and no private unrecognized institution should be allowed to operate. In order to follow such regulations, it is necessary that institutions be visited and monitored regularly. A few also suggested that institutions that do not follow norms should be shut down.

Most experts felt that NCTE's role has been limited to being an affiliating body and its role in contributing to quality control appears to be weak. Several experts mentioned that often individuals running teacher education programmes are unqualified and do not have adequate knowledge of ECCE or teacher education in ECCE. Experts also shared that there has been a surge in the number of recognized teacher training programmes in the past few years and many of these do not match the standards set by NCTE. Some believe that lack of monitoring had led to the rise of many fraudulent institutions. Almost all experts indicated that there is a need to strengthen the monitoring mechanisms.

Most experts were of the view that NCTE needs to set quality parameters for teacher education programmes and then enforce them strictly. Also, these quality parameters will have to be adaptable for each state, region and area, to suit local contexts. They also recommended that there should be complete transparency in the procedures followed for granting recognition. Affiliation should only be granted if standards are adhered to. Further, better monitoring should be put in place with firm guidelines. One suggestion was that annual goals should be set jointly with teacher education institutions and at the end of the year these goals should be evaluated to assess performance. This process would enable NCTE to play a more effective role than just being a licensing body.

### **3.6.2 What are the Market Demands in ECCE?**

A rapid appraisal was carried out of advertisements placed in national and local dailies for ECCE teachers to study the nature of demand by employers in terms of eligibility and qualifications. The rationale was to assess to the extent to which teacher education programmes are influenced by market situations.

Advertisements were picked up from newspapers and websites across eight states viz. Delhi, Orissa, Tamil Nadu, Gujarat, Uttar Pradesh, Rajasthan, Madhya Pradesh, Uttaranchal and Chhattis-

garh. Both English and Hindi newspapers were reviewed. These included Times classified, Times Ascent, Hindustan Times Classified and Hindustan Times and Dainik Jagran. Regional newspapers included Saharanpur, Samaja Newspaper, Samaya newspaper, Dharitri, Pragativadi, Khabora Employment news. In addition, the **websites** reviewed included [clickindia.com](http://clickindia.com), [naukri.com](http://naukri.com), [jobisjob.com](http://jobisjob.com), [bangalore.click.in](http://bangalore.click.in), [myjobs.shine.com](http://myjobs.shine.com) and [www.timesjobs.com](http://www.timesjobs.com).

Based on the availability of advertisements in newspapers and the web, a total of eighty six advertisements could be identified. Only one advertisement was identified from the public sector and the position advertised was for assistant nursery teacher. This indicates a low demand in the public sector. Majority of the advertisements collected were from Delhi. Interestingly, during the team visit to Saharanpur in U.P. not a single advertisement could be identified. The research team was informed that teachers were identified and recruited through word of mouth. The state wise break up is as follows: Delhi (70); Tamil Nadu (6); Orissa and U.P. (4 each); Rajasthan (3); Uttaranchal, Madhya Pradesh and Chhattisgarh (1 each). The advertisements were identified and analysed during the course of four months starting from June to end September, 2010.

The available information from eight states was consolidated and analysed in terms of basic/ essential and desirable qualifications, experience and salary structure.

### ***Basic/ Essential Qualification and Training***

Eighty six advertisements were reviewed to gauge market requirements for academic and professional qualifications for nursery teachers.

As indicated in Figure 3.6.1, forty eight out of eighty six advertisements (56%) specified some essential academic and professional qualification for nursery teachers. This is a heartening trend to the extent that it reflects some understanding about the requirement of academic and professional qualifications for teaching in Early Childhood Education. However, of these only thirty two (37%) specified Nursery Teacher Training as the required qualification; 5 of which asked for NTT with certification

**Figure 3.6.1: Basic/ Essential Qualification and Training**

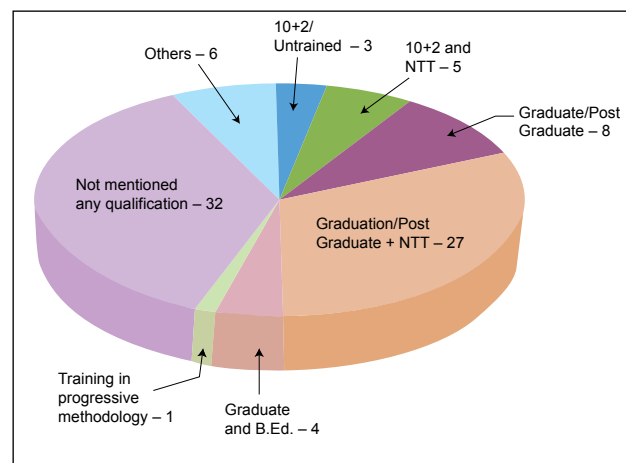


Fig. 3.6.1: (N=86)

uptil 12<sup>th</sup> standard and 27 preferred NTT with graduation or post-graduation. It is significant to note that in Orissa and Tamil Nadu all advertisements identified indicated requirement of graduation as an essential academic qualification.

The remaining seventeen advertisements ranged from untrained 10+2 to untrained graduates/post graduates. The disturbing finding is that in addition to these inappropriate requirements, 44% of the advertisements did not mention any academic and professional qualifications. Few (6) of these mentioned requirements of English speaking, computer literacy, pleasing personality, spiritual bent of mind, communication skills, handling pre-school children effectively as essential qualifications. While we may believe that there is a positive trend towards seeking trained ECCE teachers, there continues to be an overall lack of acknowledgement of teaching at the ECCE stage as a professional requirement and experience.

*Demand for English:* It is interesting to note that a relatively, high percentage of advertisements, i.e., 35 percent demand fluency in English as essential qualification, in addition to other requirements. One government advertisement listed fluency in Hindi as a desirable qualification.

*Additional Desirable Qualifications:* Significantly, seventy four out of eighty six (86%) did not indicate any desirable requirements, in addition to the essential academic and professional qualifications. Of the remaining twelve, the more common requirement was ‘experience of handling children’. Some of the soft skills indicated were being gentle, soft spoken and sensitive to the needs of children.

*Experience:* In terms of requirement of experience, sixty six out of eighty six advertisements (77%) did not indicate any requirement. Of the remaining, six advertisements had indicated that freshers may also apply.

*Salary:* Only five out of eighty six (6%) advertisements indicated the salary. Among these the range varied from Rs. 4000-24000/-! Interestingly, one of the advertisements in Chennai for part time pre-primary teacher mentioned salary of Rs 2000/-and indicated that ‘salary hike depends upon the number of children and not experience’. Although found in only one advertisement, such articulation of a market demand reflects the high degree of commercialization found in the field of ECCE.

### 3.6.3 The Perspectives of ECCE Practitioners About the Field of ECCE

The perspectives of ECCE practitioners<sup>1</sup> were solicited through three significant questions (common for all). The questions included: *characteristics of an effective pre primary teacher, an effective nursery classroom* and *their perceptions about current issues in ECCE*. While the numbers in each category were small, the responses obtained were analysed qualitatively to identify patterns and perceptions.

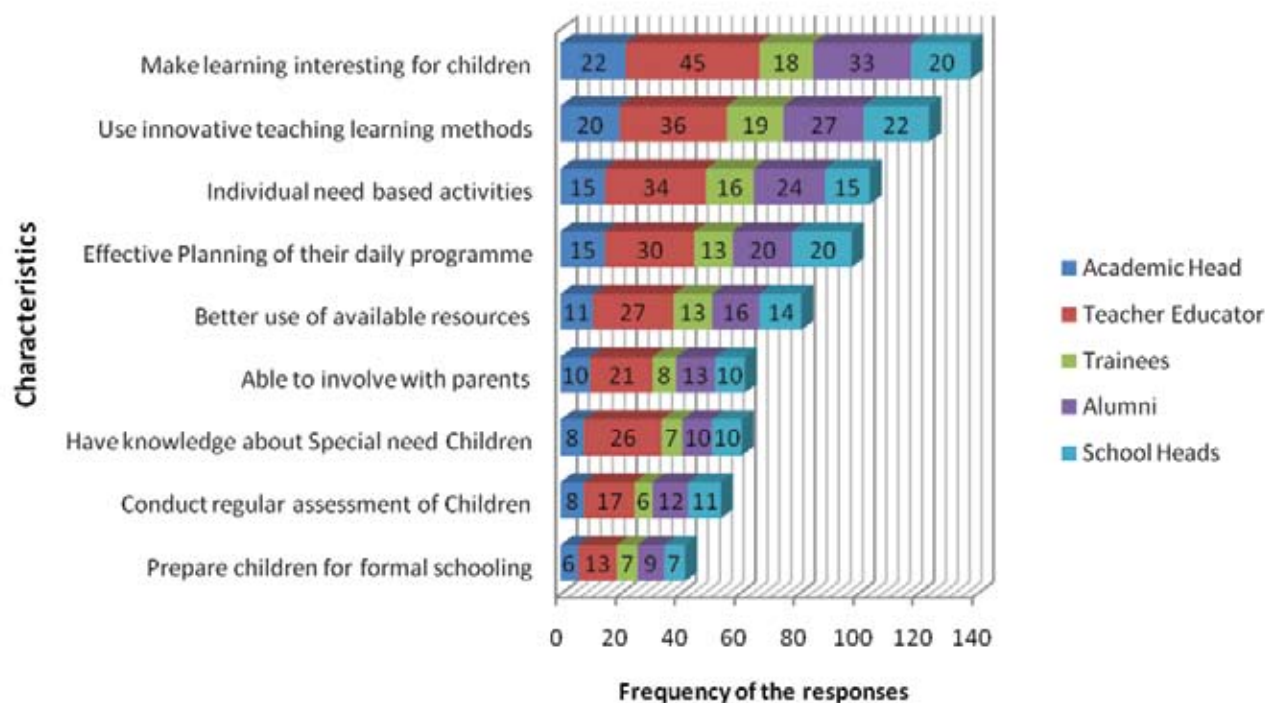
<sup>1</sup> Academic heads (33) of teacher education institutions, teacher educators (78), trainees (30) of the alumni (63) and school heads (41) where alumni were working.



### *Characteristics of an Effective Pre-primary Teacher*

Figure 3.6.2 presents a comparative picture of the responses received from different stakeholders to this question, in descending order.

*Figure 3.6.2: Characteristics of an Effective Pre Primary Teachers*



It is heartening to see a favourable trend towards more child centered practice and a move away from the more traditional role of the strict teacher! Almost all of the stakeholders believe that efforts to make learning interesting for children and use of innovative and creative teaching learning methodology are essential characteristics of a preschool teacher. Further, the emerging profile described the teacher's role of designing and implementing need based activities for children as an important attribute of a preschool teacher as stated by varied stakeholders (104). Interestingly, the responses were more focused on teachers' skills and there was no reference to the content of the curriculum, other than the few who referred to the preparation of children for formal schooling as an important attribute.

In addition to the above, it was heartening to find many references to the teacher being required to be affectionate, pleasant, gentle and understanding as important aspects of a teacher's disposition. Other aspects emphasized were being punctual, systematic, skilled and impartial as traits to be equally valued. Most of the responses indicated the perception of a nursery teacher as a "mother figure" who is completely devoted to the welfare of young pupils that she handles. In some cases, knowledge and awareness about ECCE / Child Psychology as a discipline was emphasized as important. A frequently articulated perception was that a preschool teacher must be able to ensure transition of young children to formal schooling through preparation for school readiness.

In addition, in terms of category-specific responses, some of the academic heads (46) of the teacher education programmes described a teacher's role as more of a facilitator or a guide. They also mentioned teacher's ability to form links among parents and the community as an important attribute. Some Teacher Educators (78) believed that a teacher should be a good human being with pleasing personality. Above all, these qualities should enable her to build a sound relationship with children.

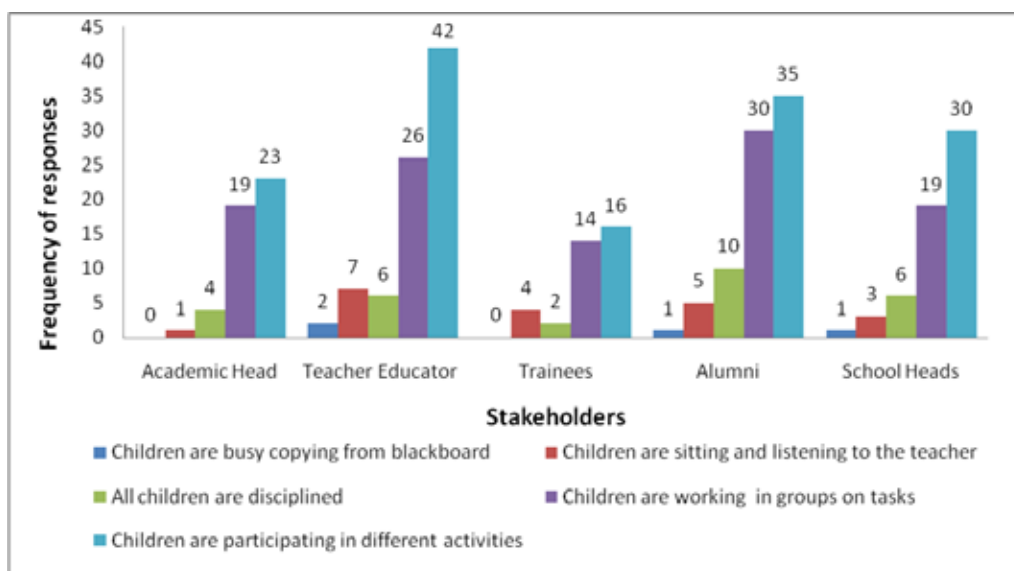
Most trainees (37) studying in the institutions visited shared that an effective teacher should have the ability to assess and judge the knowledge level of students in an effective manner. The alumni (72) of the teacher training programmes shared that a nursery teacher should be sensitive towards the needs of children. They also emphasized teacher's communication skills as an important quality. Several amongst them trained in the Montessori philosophy felt that the Montessori approach is the most suitable one to be followed for young children.

School Heads (20) where the alumni of the course were working shared interesting perceptions. Some indicated that the first and foremost quality of a preschool teacher is to be patient. Secondly, her ability to use creative or innovative methods of teaching in the classroom to make children understand is also important. Some believed the preschool teacher should also possess teaching skills and caliber to draw and write neatly for successful teaching. Interestingly, a few school heads also emphasized that a nursery teacher should be able to cater to children from all socio-economic levels. Use of 'play way method' by teachers was a preferred answer among most of the respondents.

### ***Characteristics of a Good Pre-primary Classroom***

The multiple answers received are reported below indicating the frequency and number of total responses.

**Figure 3.6.3: Perceptions' of a Pre Primary Classroom**



Majority of the stakeholders (146) perceive a positive classroom environment to be one in which all children are participating in a range of activities. In comparison to this, a very small number (4) considered a classroom with children busy writing and copying from the blackboard as a good classroom. A significant number (108), believed children working in groups on various tasks as an important component of a preschool classroom. These are all seen as positive trends and demonstrate a gradual shift from conventional to more progressive perspectives and expectations across different ECCE stakeholders.

More specific responses include aspects such as: the classroom should be child friendly, containing child-sized furniture and mats. In addition to this, there should be thematic colorful display on the walls. There should be activity corners in the classroom where each child's piece of work is well displayed. It should be a lively and participatory classroom environment. It was also emphasized that a classroom meant for young children should be spacious, neat, well ventilated and blackboard should be at the child's eye level. In all, an attractive set up seemed to be the demand of the day. Some of them even stressed the role of the classroom as a "resource" to make the teaching-learning process interesting.

Some believed that the seating arrangement of the classroom should be very conducive, and well suited to the activity in which children are engaged. The activity chosen should be well planned, developmentally appropriate which moves from concrete to abstract objects. It should also be taken into account that the duration of an activity should not be more than 15 minutes. Some believed it is essential that a balance between written work and physical activity is maintained. Children should be given opportunities to choose from the range of activities being conducted in the class to suit their interest. Activities selected for children should cater to all kinds of learners.

Teacher educators believe that a pre primary class should lay emphasis on a flexible curriculum, keeping in mind the needs of very young children. They gave equal importance to the practice of following an appropriate teacher-student ratio.

When the Alumni (89) of the teacher education institutions were interviewed, many of whom are now teaching in preschools, they gave importance to the use of play way method as an important component. They also stressed on the need for a class to have toys, computers and study material to make teaching a relevant experience for children. Interestingly they also said that the environment should be homely where the teacher sits at the same level as the children. Use of the Montessori approach was highly emphasized by some.

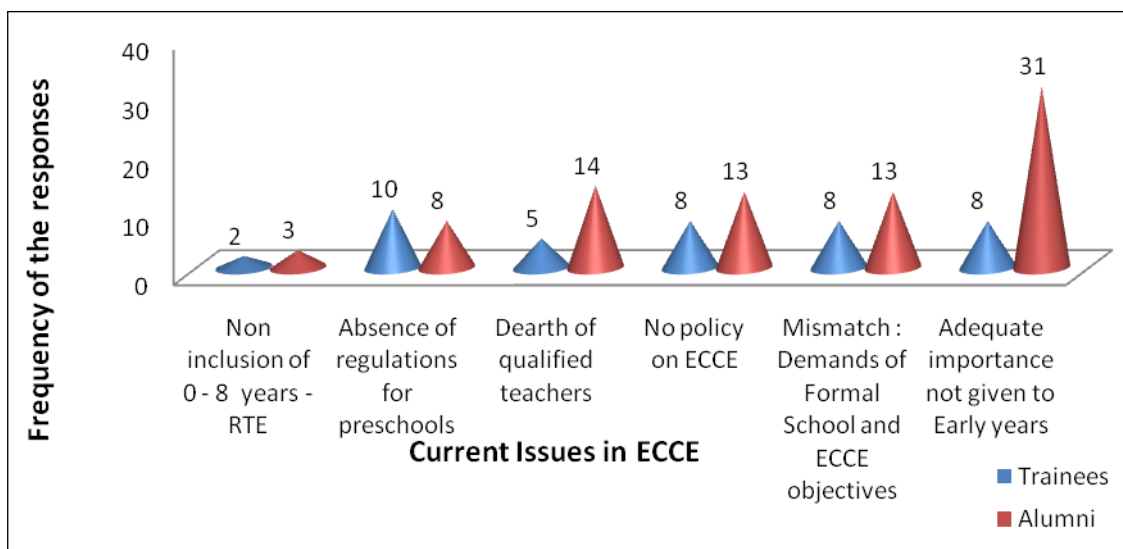
The School Heads (44), of the preschools where the alumni of the teacher education programmes were working focused on a class environment that promotes curiosity and enthusiasm in children. They stressed on updated and computer savvy classrooms. Some also spoke of flexible and completely non-threatening environment for children involving the usage of locally developed teaching-learning material. Overall, most considered a responsive and appropriate classroom as one where learning of

alphabets, numbers and manners is facilitated. In comparative terms, the perceptions of the alumni and school heads from their schools reflected a more market driven perception of the preschool classroom as compared to the teacher educators and trainees who were more informed by theoretical perspectives.

### ***What Do They Believe are Current Issues in ECCE?***

The multiple answers received are reported below indicating the frequency and number of total responses specifically with regard to trainees and the alumni of the teacher education programmes.

**Figure 3.6.4: Current Issues in ECCE**



In general, responses from the alumni appeared to be better informed than those of the alumni. Majority of the respondents expressed that inadequate importance is given to the development and education of children in the early years. The other concerns articulated include lack of policy provision, dearth of qualified teachers and mismatch between the demands of formal school and ECCE objectives.

High teacher-student ratio in schools was also identified as a factor responsible for the neglect of individual needs of children. Several alumni articulated that being an ECCE teacher does not allow them to be at par with other professions, be it in terms of salary drawn or in terms of status in society. Most of them also shared about the difficulties and challenges that they encounter in making parents understand the importance of appropriate practices in ECCE. Some respondents raised the concern that parents and school heads demand more written work in nursery classes. At the same time, they also shared that the curriculum of nursery classes is inadequate and inappropriate wherein there is no space provided for children to seek answers and foster their sense of curiosity about the world. They stated that heavy emphasis is placed on teaching. This in turn adds to the burden on children and leaves them with no time for play, games or socialization with other children. Some were of the view that in current practices the focus of teaching is 'not on instilling values and good habits but on completion of

a syllabus on time'. Several believe that there is a casual attitude amongst teachers in ECCE and this can be attributed to lack of supervision or proper monitoring of classroom teaching.

The alumni interviewed also expressed that because popular schools expect young children to come 'prepared', the demands of formal schooling are pushed to the pre-school years. On the one hand, parents tend to be ambitious for their children and on the other; they are unaware of how to be involved with their children. Inclusion of children with special needs was also one of the areas of concern identified by several respondents.

A few respondents believe that there are no specific schemes and policies for ECCE and those that exist are generally on paper. Some of them even shared about the poor status of ICDS programmes and about the poor quality of mid day meals provided to children in schools.

### **3.6.4 What Do the Multiple Perspectives Indicate?**

The general perception of ECCE practitioners and experts is that the field of ECCE is highly neglected and fragmented. While the experts have shared significant perspectives about policy issues and macro-level needs, practitioners, particularly alumni have identified important gaps in the ECCE classrooms. The common thread amongst all respondents clearly articulates the need for clear policy provision in ECCE, effective training, regulation and monitoring to support appropriate practices in the classroom.

While the analysis of the rapid market survey indicates the dominance of the commercial perspective in ECCE, the responses of the practitioners provides a silver lining to conflicting yet changing trends. On the one hand, there appears to be greater awareness, although still rudimentary and generalized, about the need for appropriate practices in ECCE. On the other hand, market forces appear to be diluting efforts of practitioners and experts to make ECCE a more professional field. At the same time, there is also a felt need to integrate factors such as English language skills and computer literacy to enable the development of peoples' participation and likely mobility in changing society.

What are the likely ways by which such conflicts can be addressed in society? What is the role of advocacy in such situations? What could be the role of the university system in enabling a transition to professionalisation of the field of ECCE? The multiple perspectives gathered through this study clearly indicate that the field of ECCE is fraught with conflicts, confusion, fragmentation and lack of clarity in terms of vision, appropriate practices, regulation, policy issues, monitoring and support systems. There is a role to be played by organized institutions to:

- a) Bridge the gaps that have been identified
- b) Enable the development of a vision that will support change, and
- c) Develop a knowledge base to raise capacities of individuals and institutions for professional development of the field of ECCE

The analysis of the multiple perspectives reinforces the need for greater advocacy and affirmative action in the field of ECCE to converge perspectives in the interest of promoting developmentally and contextually appropriate practices in ECCE, such that young children can get the kind of spaces, care and education that they require for their healthy development.

## Overview and Recommendations

The main objectives of this study, as enunciated in Chapter 1, were to (a) review availability, coverage and nature of pre-service teacher education in ECCE and (b) inform policy level reforms in this area. In this concluding chapter we review and discuss the results of the study and emerging issues in the context of these two objectives and make some recommendations for the way forward.

The study has brought to the fore several issues which need to be understood and addressed, not only in the context of the present scenario with respect to ECCE, but also with a futuristic perspective. It is a full year since April 2010 when the historic Right to Education Act became a reality. As discussed in Chapter 1, this Act excluded the children below 6 years from its fold; however in response to the civil society agitation that followed, Article 45 was amended to specifically state that “The State shall endeavour to provide ECCE for all children until they complete the age of six years.” Further, in conformity with this, Section 11 of the Right to Education Act also states “With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate government may make necessary arrangements for providing free pre-school education for such children”.

Although this clause does not make ECCE a fundamental right, it is certainly an enabling provision for state governments to take proactive action in expanding ECCE facilities in the public sector. ECCE being the first EFA goal also makes India globally accountable for providing ECCE to all children below 6 years, since the bulk of this age population is located here. With the entry age for primary education expected to be raised to six years in accordance with the RTE legislation, children between 5 to 6 years who are currently in Grade I in a majority of states will also have to be provided for under ECCE, thus further enhancing the requirement for expansion of ECCE programmes in the country. Concurrently, while policy directives are to an extent pushing the agenda, community demand for ECCE is also on the rise, even in remote and rural areas where, in the absence of an active public sector, a potential market is emerging for the private sector to step in. It is therefore expected, as also evident, that the number of ECCE centers/ programmes will expand exponentially in the next decade. And with this expansion will follow a huge demand for trained teachers and trained leaders in ECCE and appropriate and effective mechanisms for regulation of quality. . It is hoped and assumed that the expanding demand will lead to formulation of a policy on ECCE and institution of a system of regulation and quality monitoring, which will create the demand for meeting standards, both with regard to ECCE programmes and with teacher education. To what extent is the system really ready for this challenge?

#### 4.1 Availability and Coverage of Teacher Education Institutions

(a) **Access and Coverage:** Are there adequate number of teacher education facilities across the country that could meet the need for pre-service training of all teachers in the years to come? The study has clearly highlighted the inequitable distribution of ECCE teacher education institutions across states, where some states particularly in the north and north east, have almost no access to any teacher education institutes at all. Most institutions, during the process of sample selection, were found located in Andhra Pradesh and the NCR region. A disturbing observation from the study is that in some states such as Gujarat and Maharashtra, which earlier had a large presence of teacher education institutions in ECCE, the numbers are now reportedly declining. A possible factor that emerges through discussions is that with the current requirement of two year duration courses, these courses are not seen as commensurate with the compensation expected from teaching, in terms of both time and money invested and this has negatively impacted on the demand for these courses. Also, in the absence of any strict regulation, the job market may be expanding, but the requirement for professional training, especially of two years' duration, is still not there to the same extent.

(b) **Engagement with Higher Learning:** A related issue is that of involvement of higher learning institutions in teacher education. While it is believed that engagement with higher learning institutions will enable teacher education to become more 'professional' through strengthening of the knowledge base and reflection capacity in the process of teacher preparation, the study's findings reveal a negligible involvement of higher learning institutions. Only six of the eighty three courses surveyed were located in higher learning institutions; of these three courses award diplomas and three award degrees. The team's observation is that the courses located in higher learning institutions are relatively more professionally delivered.

The study also highlights a lacuna in terms of absence of any induction training or orientation programmes for teacher educators. This is a matter of concern because neither are the teacher educators involved in preparation of the curricula nor are they given any training to teach the curriculum. Given these concerns, there is a need to encourage the higher learning institutions to engage in programmes for preparation of teacher educators. NCTE may like to consider addressing this gap proactively by initiating the process of preparation of a curriculum framework and development of norms and specifications for pre-service courses for Teacher Educators in ECCE.

(c) **Role of Private Sector:** The study clearly brings out the significant role played by the private sector in making available teacher education facilities in ECCE across the country. Over 50 percent of the teacher education institutions in the sample were found to be in the private sector, followed by the NGO sector, with negligible presence in the government sector. With no government schemes for ECCE other than the ICDS, which has its own training structures, this situation is inevitable.



## ***Recommendations***

Given this scenario, the study strongly recommends the following:

1. The government should, as part of its Teacher Education policy, promote expansion of high quality teacher education institutions for ECCE through its own initiatives and/or through encouragement of the private and NGO sectors, with a view to ensure more equitable distribution of ECCE teacher education programmes in all states of the country, especially in states where none exist at present. This could be done through
  - Setting up ECCE programs in the DIETS which will ensure both equitable distribution and continuity with primary teacher education.
  - NCTE initiating the process of preparation of a curriculum framework and development of norms and specifications for a pre-service course for Teacher Educators in ECCE.
  - Encouraging higher learning institutions such as Universities to set up more multi-mode, multi-module and flexible, teacher education programmes in ECCE at the post-graduate level which could:
  - Prepare competent teacher educators and professionals in ECCE.
  - Provide periodic refresher training for practicing teacher educators and ECCE personnel working in leadership positions and
  - Institutionalise greater professionalism in teacher education.

### **4.2 Regulation of Quality of Teacher Education in ECCE-Norms and Mechanism**

***Efficacy of the Regulatory System:*** How effective is the role of the NCTE in regulating quality of teacher education in ECCE? NCTE has been established by the Government of India as a statutory body for regulation of quality of Teacher education institutions in all areas, including ECCE. In conformity with this role, it has laid out norms and specifications for awarding recognition to the institutions, facilitated through Regional Centers, with the clear understanding that only recognized institutions will be permitted to run teacher education programmes. The system being decentralized, the NCTE headquarters has extremely limited professional strength and a negligible role to play in monitoring and regulating the quality. Given this context, a major concern highlighted by this study is that despite this system in place, at least 63.4 percent of the institutions sampled in the study were continuing to run without any official recognition from NCTE. Of these, majority are from the private and NGO sectors. Interestingly, 50 percent of the private institutions in the sample were unrecognized. And these are from a set of institutes that had the confidence to share information and allow access for the study. The actual numbers of unrecognized institutions may therefore be much higher. Curiously, even among those officially recognized, significant and consistent variations were noted in terms of the prescribed specifications. These variations were seen in terms of physical facilities, structure, duration and nature of certification, curriculum and profile of teacher educators manning these institutions, as discussed below. Given this scenario of the study recommends as following:

### **Recommendations**

- *NCTE may consider reviewing and revisiting its norms and specifications for Teacher education in ECCE in consonance with the NCFTE (2009), through a consultative process involving both professional experts and practicing teacher education institutions. This would ensure both the professional and field perspectives are taken into account. On this basis it may prioritize those norms that should be non-negotiable for ensuring quality in teacher education. Some suggestions in this regard are made in the respective sections in this report.*
- *NCTE's monitoring and regulatory mechanisms should be appropriately reviewed and strengthened with professional capacity, to ensure that all institutions on the ground are meeting the specified standards of professional quality thus developed. NCTE should in this context seek periodic feedback from the recognized institutions regarding its norms, policies and framework.*
- *NCTE may consider instituting a system of accreditation of teacher education institutions to strengthen the quality dimension, provide institutions an incentive to improve their professional standards and identify some well performing institutions in different geographies as a chain of Resource institutions which could play a mentoring role for other institutions in the area.*

### **4.3 Revisiting Norms and Specifications**

The following discussion summarizes the current status of institutions vis à vis compliance with NCTE norms, on the basis of the results of the study and makes suggestions for review and revision of the norms.

(a) **Structure, Duration and Certification:** Overall, there is no consistent pattern seen in the study in terms of the status on these aspects with regard to the certificate and diploma courses being offered. The NCTE norm specifies two years' duration for a teacher education course in ECCE leading to a Diploma. Currently there is no provision for a Certificate Course. However, the study reveals that both Certificate and Diploma courses are being implemented across the country. The data shows that a Certificate course in ECCE could vary across institutions from a duration of 3 months to 5 months to even 2 years!. Significantly, this variation was noted even among the NCTE recognized institutions, with Certificate programmes ranging from 9 months' duration to the specified 2 years duration! Similarly, of the fifty one courses offering Diploma in ECCE only three were recognized by NCTE, and these also reported a duration varying from 1 to 2 years. This scenario calls into question the validity of the certification itself, since a Certificate in ECCE Teacher Education can clearly reflect varied standards.

Given the variation in duration there is a need to reflect on what should be an optimal duration for a course which prepares teachers for Early Childhood Education. The study endorses the NCTE specification of a *two year course with inclusion of Grades I and II*, since globally children upto 8 years are considered to be broadly in the same developmental stage with similar characteristics and ways

of learning and responding, as the 3 to 6 year olds. This is also a transition stage for formal schooling wherein children are at maximum risk of dropping out, as per national data available, and the need for smoothening the transition for the child is important. For this purpose, the pedagogical approach and curriculum at the early primary stage needs to have continuity with the preschool stage.

### **Recommendations**

1. Although two year duration is endorsed, the concern remains regarding the current lack of demand for a two year course, due to absence of a link with employability. This concern would need to be addressed alongside. In this context the following are recommended:

- *Demand may be proactively enhanced for the course by making the graduates of these 2 year courses eligible for employment as teachers for early primary classes also, in addition to the preprimary stage. This would expand their scope for employment.*
- *This may be facilitated further by ensuring that the second year's curriculum, which should focus on early primary grades, is replicated in the elementary teacher education curriculum also, as a separate unit for early primary classes, to ensure overall consistency and employability of the student teachers.*
- *While a two year course is recommended, some flexible options may also be encouraged to respond to different needs and situations under NCTE's 'innovative programmes' category, with possibilities of credit accumulation and vertical up gradation.*
- *Given varied standards as well as variations in the length and breadth of the course content, every Certificate or Diploma certification should clearly spell out the roles/job for which the student teacher has been prepared for and the duration of the course should be specified in terms of number of days, hours and credits earned during classroom teaching and practical experience provided, and not just years.*

(b) **Physical Facilities:** Although with regard to physical facilities, the NCTE has provided clearer and more measurable specifications, variations were observed with this aspect as well. As with other specifications, the major finding was that some of the recognised institutions also did not meet the prescribed standards. Again this reflects on the lack of effectiveness of the regulatory mechanisms in NCTE. In terms of classroom size there was overall adherence, which in a way validates the specification with regard to class size. In addition to a classroom per batch size of 30-35 student teachers, a multipurpose resource room, a library and a computer lab are recommended. This would be in addition to basic facilities like toilets, playground etc. Resource centers mentioned in the current specifications also include Psychology lab, Art room etc which were found in very few institutions, and not necessarily in the recognized ones.

### **Recommendations**

- *Given that specifications like resource centers could in some cases serve more as frills than imperatives, their inclusion in the NCTE norms may be reviewed in terms of their actual relevance and indispensability for quality in teacher education in ECCE.*

- *With regard to classroom arrangements, the study, on the basis of some effective classrooms visited, recommends that there should be more flexible classroom arrangements which can easily accommodate to newer and more interactive pedagogical techniques and methods. Also, arrangement of the classroom may be modeled as far as possible on a model preprimary class, with for example activity/thematic corners, so that teachers can relate to it well and internalize the arrangement completely over the period of their training and use the same more effectively later. Examples of these are seen in Montessori training institutes.*

(c) **Library:** A well-resourced library is an indispensable asset for any professional institution and has been rightly included as a specification by NCTE. A positive finding in the study was that most institutions visited did have at least some kind of a library. However, the disconcerting finding was that, as with other specifications, three institutions had been granted recognition, although they did not have any library! Interestingly, the NCTE specification of 1000 books needs to be also reviewed; the study observed that while in terms of quantity of books the recognized institutions may be meeting the norms adequately, but in terms of the more important indicator of quality and categories of books and reading materials available, the scenario was found to be better in the unrecognized as compared to the recognised institutions!

### **Recommendations**

- *The study recommends that instead of specifying exact number of books, it may be more important to specify broad areas or categories of books for the prescribed reading list for the course; these may be titles, journals or audio visual materials which support both theoretical and practical content in Child Development, ECCE, Primary Education, and Sociology of Childhood and may include both western and Indian publications.*

(d) **Laboratory Preschools and Practice Teaching:** A positive finding of the study was that 83 percent of the recognized institutions had a laboratory preschool, as compared to only 67 percent of the unrecognized institutions, indicating the superiority of the recognized institutions. The flip side of this finding however was that as with other specifications, seventeen percent of the institutions had been awarded recognition although they did not have a laboratory preschool for internship or practice teaching! Again an indication of a lacuna in the system of regulation and awarding recognition!

Although most institutions do offer a lab preschool facility, the study raises some specific concerns regarding the very concept of laboratory schools and practice teaching. On the one hand, 83 percent of the institutions have a laboratory preschool. In many cases they have their own private preschools in which the teacher educators themselves teach or their student teachers teach, which while being a good opportunity for hands on experience for them, may not be the most appropriate approach from the perspective of the children. This is discussed in detail in the report. On the other hand, interviews of alumni of many institutions provide feedback that this approach is good for practical experience, but for only one type of a preschool. It does not provide them adequate exposure to different kinds of preschools. Some institutions which do not have their own preschools also reported difficulty in getting preschools to agree to allow their student teachers for practice teaching. A major challenge in

this context is also to identify preschools with a consistency of vision and practice with the respective teacher education programmes.

A related issue is the concept of internship vis-à-vis practice teaching. In order to develop a comprehensive understanding of not only classroom practice but also the larger perspective of preschool planning and organization and team work, it is important for student teachers to intern with pre-schools for a defined period, get immersed and ‘learn the ropes’ from all perspectives. In most cases, this component of the curriculum is generally reduced to mere practice teaching through fragmented lesson planning and delivery under supervision, which has limited value for teacher preparation for the work situation.

### **Recommendations**

- *Given the need for proper facilities for providing internship to student teachers in diverse preschool programs that could be accessible and also demonstrate a philosophy and practice that is consistent with the teacher education institution, this study reiterates the recommendation of the Plan of Action (1990) that each institution should adopt a lab area with 20-25 centers, and not just a preschool, and work with these directly to strengthen and upgrade them into demonstration pre-schools by providing quality inputs. This will be mutually beneficial since it would on the one hand, ensure a committed lab area for internship/practice teaching for their student teachers. On the other hand, this approach would also serve to strengthen the system.*
- *The study recommends a 50:50 ratio between theory and practicals so that the student teachers get a more balanced understanding of both and are able to interrelate. On the basis of some good practices observed, the study recommends a phased approach for the practice teaching component. It should have an initial period of observation, followed by practice teaching and should conclude with a significant period of internship in the preschools.*

(e) **Profile of Teacher Educators:** The NCTE has specified Post-graduation with Child Development, ECCE and Education as the requirement for Teacher Educators and has prescribed three teacher educators per batch of 50 students. It is a matter of grave concern that given the unregulated nature of this sector, close to 40 percent of all teacher educators in the sample did not meet the NCTE specifications in terms of academic and professional qualifications. Even more worrisome is the finding that almost 27 percent of the teacher educators from institutions that have been accorded recognition by NCTE, do not meet the required specifications, when these should have at least demonstrated full compliance. A positive finding is that almost 60 percent of the teacher educators in the sample indicated some years of experience of working directly with children, a prerequisite for a more practice based, hands-on training of teachers.

Although qualifications are specified by NCTE currently in more generic terms, as mentioned above, these do not specify the professional qualifications required for each teacher educator. Given the nature of the envisaged curriculum for teacher education, with an integrated and inclusive approach, including teaching of Grades I and II and emphasis on tutorials, interactive teaching methods, mentoring, internship etc the study recommends the following:

### **Recommendations**

- *The norms should specify a core faculty of at least four teacher educators. These should include preferably two post graduates in Child Development with at least one with specialization in ECCE, one Post-graduate in Education with specialization in ECCE, and one Post-graduate in Sociology of Childhood or Sociology of Education. The latter is important in the context of the RTE which will inevitably make the classrooms more socially diverse and challenging from the perspective of inclusion. It would also be desirable to include a faculty from the field of Health and Nutrition, although this is covered to an extent in post-graduate courses in Child Development also. Teacher educators for Art, Music Computer Science or English Communication would also be needed, and could be taken on a part time basis.*
- *In addition to professional and academic qualifications, ‘hands on experience’ of working with preschool and /or early primary children should be an important qualification.*

(f) **Teaching Learning Methods:** Although the teacher educators and Academic heads reported using more participatory methods such as role play, group discussions etc, when interviewed in the study, the actual observations and feedback from student teachers was not so positive. As reported in the chapter on teacher educators also, there continues to be an overall dominance of the lecture method and blackboard teaching. What this perhaps indicates is that the awareness regarding participatory methods may have improved over the years, but this has not yet translated into actual practice in the classrooms. These observations definitely point to the need for teacher educators to move towards more progressive and interactive and adult learning methods of teaching learning. Student teachers need to be visualized as competent adults who are committed to learning, if goals and objectives are realistically articulated and are based on their daily experiences. Small group activities during the learning process can provides opportunities to share, reflect and generalize learning experiences of student teachers and enable them to move beyond understanding to application, analysis and synthesis. The component of diversity and individual appropriateness should also be given significance in the professional development of student teachers, to ensure respect for their previous learning experiences, knowledge, self-direction and competencies.

### **Recommendations**

- *Given the above concerns, this study reiterates the recommendation of the Plan of Action (1990) in follow up of the National Policy on Education (1986) that each institution should adopt a lab area with 20-25 centers, and not just a preschool, with a number of preschool centers of diverse categories, and work with these directly to strengthen and upgrade them into demonstration pre-schools by providing quality inputs. This will be mutually beneficial since it would on the one hand, ensure a committed lab area for internship/practice teaching for their student teachers. On the other hand, this approach would also serve to strengthen the system.*

(g) **Professional Development of Teacher Educators:** A clear lacuna identified in the study with regard to teacher educators is the complete dearth of resources available to them for professional development across institutions, particularly for procurement of learning materials, deputations for workshops and

conferences, exposure visits or membership of professional organizations. On the part of the teacher educators too, other than in the higher learning institutions, there was very little inclination to carry out any research or publish any work. With the current emphasis on getting teachers to move towards more reflective teaching and action research, this can only be possible if the teacher educators themselves demonstrate the skills and inclination.

### **Recommendations**

- *NCTE should adopt a more proactive role in not only regulating but also promoting quality in teacher education by organizing theme specific and periodic orientation programmes for teacher educators in action research, among other areas , so that they can in turn be enabled to prepare teachers more effectively.*

(h) **Curriculum:** The study reviewed the curricula and transaction methods used across different categories of teacher education institutions broadly. It was not possible to carry out an in-depth review, due to constraint of time. The picture that emerges from the analysis is a mixed one. In terms of scope, while NCTE prescribes a curriculum which covers preschool and grades 1 and 2, only 36% of the institutions actually conformed to this while 64 percent of the institutions were limited to the preschool stage. The rationale for recommending an integrated curriculum of preschool and Grades I and II is discussed earlier in this chapter.

In terms of curricular objectives and vision for the programme, most institutions did articulate their objective as preparation of teachers for teaching in preschool. However, most responses from both teacher educators and academic heads tended to be superficial and did not reveal deeper engagement with issues related to change and emerging context of ECCE as a field, indicating a lack of reflection at all levels. To some extent this may be an artifact of the lack of professional training in relevant areas among the teacher educators, as discussed elsewhere in the report.

A rapid review of the curriculum, largely on the basis of the titles of the papers/courses, indicates overall a Child Development perspective, with in some cases an additional academic focus, which seems developmentally inappropriate. However, in most cases some prominent gaps that may be identified are inadequate coverage of the current Indian policy scenario, such as the Education for All, Right to Education Act, Constitutional Directives, National Curriculum Framework, inclusive education, awareness of diverse public sector programmes on the ground etc. In addition, global issues and more state of the art themes such as recent neuroscience research particularly the Brain research, constructivist approaches in pedagogy, school readiness and emergent literacy, emotional intelligence and inclusion seem to be conspicuously absent in the curriculum. Many of these gaps have direct relevance for teacher preparation and the ability of the teacher to interpret and transact a meaningful curriculum adapted to diverse needs.

Another dilemma raised in the study is whether the curriculum should be prepared centrally by curriculum framers in the interest of uniform standards despite wide diversities in contexts, or

alternatively, a curriculum framework should be prescribed centrally with provision for teacher educators to adapt and develop their own curriculum in tune with their respective contexts. While the second alternative is logically more desirable, it would require a systematic programme of professional development of teacher educators in this area as a precondition to enable them to do this effectively.

### **Recommendations**

Some significant recommendations that come through from the study are as follows:

- *A significant concern coming through in the study is the limited consultation with practicing teacher educators in the process of curriculum development and additionally no planned induction training or orientation for them in transaction of the curriculum. The study recommends that (a) any exercise in curriculum development for teacher education should involve teacher educators actively in the process of its development, and (b) provisions be made for initial and refresher trainings and development of appropriate reference material and readings for teacher educators, especially since in most cases the curriculum is devised by curriculum framers or consultants and required to be taught by teacher educators, who may not have the knowledge or training to transact it as conceptualized (c) NCTE should adopt a more proactive role in not only regulating but also promoting quality in teacher education by organizing theme specific and periodic orientation programmes for teacher educators in action research, among other areas, so that they can in turn be enabled to prepare teachers more effectively.*
- *Curriculum for teacher education in ECCE should be reviewed from the perspective of ensuring (a) that it follows a child development perspective and covers the entire developmental continuum from birth to eight years to provide a fuller understanding of child development to the student teachers (b) focuses on enabling and preparing the graduating teachers to work in different kinds of institutions and different social milieu (c) includes updated insights from international research knowledge and contemporary policy scenarios in India, particularly those that have specific implications for the classroom.*
- *The curriculum should include more opportunity for individual growth of the student teacher through inclusion of tutorials, individual and team assignments and presentations, and a sizeable component of self-development opportunities.*

**(i) Open and Distance Education:** The study included in its scope three Teacher Education programmes in ECCE under the open and distance education mode. While these programmes were reviewed more from the perspective of understanding the structures and processes involved in this mode of teacher education without carrying out an in-depth review, which would have taken much more time, the study did highlight some concerns.

If we revert to a futuristic perspective, as presented at the beginning of this chapter, and also consider that once the regulation process improves and trained teachers become a mandatory requirement, the demand for training facilities will logically go up. As is currently the scenario in primary education, there may, in all likelihood, emerge a need to train teachers in ECCE on a large scale, within a short and defined time frame. Many untrained teachers already in service may need to get themselves trained



to stay in the job. The open and distance education mode appears to offer an easier alternative to meet this kind of need since it can cater to unlimited number of student teachers. Quality assurance remains a major concern. Even otherwise, through a mixed mode, many flexible options can be planned for to address initial training, induction and refresher trainings, and up-gradation of qualifications.

If this mode of teacher education is to be made more effective, the study highlights some concerns that will need to be addressed to make this mode more effective: These are as follows (a) need for improvement and regular updating of quality and content of the learning materials to make them user-friendly, and ensure timely distribution (b) need to ensure more careful selection of Study Centers and identification of qualified counselors to ensure quality in the contact programmes (c) need to introduce orientation/refresher programmes for counsellors to familiarize them with the distance mode curriculum and with the process of continuing learning (d) ensure regular monitoring of the study centers for tracking their performance and quality; for this the regional centers should have in place professionals with the requisite knowledge and expertise relevant to the course (e) A major concern in some distance education programmes is the internship /practice teaching component, which is often left to the student teachers to manage without adequate supervision. This component is undoubtedly the most critical aspect of any teacher education programme and importance of assuring its quality and relevance cannot be overstated. Currently this is a weak area in some distance education programmes and they may need to look into ways to ensure this aspect is addressed adequately. Given the geographical spread of the student teachers and study centers, the issue of adequate control for quality assurance is critical.

### **Recommendations**

The study recommends:

- *More effective use of technology, such as requirement of video recording of a defined number of practice teaching/internship experiences to be shared with Counsellors at Study centers for feedback and accountability.*
- *Exploring the possibility of constituting national and state level resource groups who could be involved in all quality related aspects of the programme, including curriculum development, setting of examination papers, monitoring of study centers and internship practices in a more synergistic mode. Currently these functions seem to be either non-existent or fragmented.*
- *The NCTE currently has no norms for distance education and the given norms are not always applicable. Therefore NCTE should formulate its norms and specifications for these programmes in ways that would ensure the above concerns are addressed adequately, both in terms of self-study materials and support provided by the Study Centers.*
- *Regular monitoring of the study centers be undertaken for which the regional centers should have in place professionals with the requisite knowledge and expertise relevant to the course. Alternatively, the Regional centers may link with the NCTE accredited institutions through a systematic plan for ensuring rigour in the practice teaching or internship component of the course.*

(j) **Stakeholders' Perspectives:** The study also explored the extent to which the perceptions and perspectives of different stakeholders converge. The study finds the general perception of ECCE practitioners and experts is that the field of ECCE is highly neglected and fragmented. While the experts have shared significant perspectives about policy issues and macro-level needs, practitioners, particularly alumni have identified important gaps in the ECCE classrooms. The common thread amongst all respondents clearly articulates the need for clear policy provision in ECCE, effective training, regulation and monitoring to support appropriate practices in the classroom.

While the analysis of the rapid market survey indicates the dominance of the commercial perspective in ECCE, the responses of the practitioners provides a silver lining to conflicting yet changing trends. On the one hand, there appears to be greater awareness, although still rudimentary and generalized, about the need for appropriate practices in ECCE. On the other hand, market forces appear to be diluting efforts of practitioners and experts to make ECCE a more professional field. At the same time, there is also a felt need to integrate factors such as English language skills and computer literacy to enable the development of peoples' participation and likely mobility in changing society.

The multiple perspectives gathered through this study from different stakeholders i.e. experts, teacher educators and student teachers and alumni and from the market, clearly indicate that the field of ECCE is fraught with conflicts, confusion, fragmentation and lack of clarity in terms of vision, appropriate practices, regulation, policy issues, monitoring and support systems. It is in this context that a clear role emerges for organized institutions like NCTE and other national and state level institutions, universities, teacher education institutions to enable and promote the development of a common vision for ECCE that will support change, develop an indigenous knowledge base in ECCE, raise capacities of individuals and institutions for professional development of the field of ECCE and contribute to bridging the gaps that this study has identified.

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## Annexures

### ANNEXURE I

#### Research Advisory Committee Members

##### CHAIRPERSON

**1<sup>st</sup> RAC meeting:** **Prof. Veena Mistry**, *Vice Chancellor*, Navrachna University  
Co-chaired by **Prof. Dr. A.K. Gopal**, *Ex-director*, NIPCCD

**2<sup>nd</sup> RAC meeting:** **Prof. A.K. Sharma**, *Former Director*, NCERT

**3<sup>rd</sup> RAC meeting:** **Prof. Veena Mistry**, *Vice Chancellor*, Navrachna University

##### EXPERT MEMBERS

**Dr. A.K. Gopal**, *Ex-director*, NIPCCD

**Prof. A.K. Sharma**, *Former Director*, NCERT

**Dr. D.D. Pandey**, *Joint Director*, NIPCCD

**Dr. Mridula Bajaj**, *Mobile Crèches*

**Dr. Rekha Sen Sharma**, IGNOU

**Dr. Renu Singh**, *Save the Children*, Young Lives, Oxford

**Mr. Hriday Kant Dewan**, *Vidya Bhawan Society*

**Ms. K. Lakshmi**, *Andhra Mahila Sabha*, Hyderabad

**Ms. Amita Govinda**, *Independent Consultant*

**Ms. Elizabeth Mehta**, *Muktangan*

**Ms. Maya Menon**, *Teacher Foundation*, Bangalore

**Ms. Nirali Mehta**, *Ex-member*, Plan India

**Prof. Asha Singh**, *Lady Irwin College*

**Prof. B.P. Khandelwal**, *DPS Society*

**Prof. G.C. Upadhyaya**, *DEE*, NCERT

**Prof. Shyam B. Menon**, *Vice Chancellor*, AUD

**Prof. V.S. Varma**, *AUD*

**Prof. Veena Mistry**, *Vice Chancellor*, Navrachna University

### ANNEXURE II

#### EXPERTS LIST

Prof. S. Anandalakshmy

Dr. U.N. Dash

Prof. Asha Singh

Dr. K. Mayuri

Dr. (Mrs.) Chhalamayi Reddy

Mr. Rafath Hussain

Prof. T. Mrunalini

Dr. Ranjana Srivastava

Ms. Vimaljit Dua

Late Ms. Inderjit Khurana

Ms. Shalini Moghe

Ms. Mina Swaminathan

Ms. Amukta Mahapatra

Mr. Pradeep Paneri

Dr. (Mrs.) Shashi Chittora

Ms. Sushma Singh

Prof. G.C. Uppadhyaya

Dr. Mridulal Bajaj

## ANNEXURE III

## Study Suggested Specifications for Teacher Education in ECCE

S.No.	Aspects	NCTE Specifications	Suggested Specifications
1.	Duration of the course	Two years course (Pre-primary and Grade I and II) – 200 working days/ year – 36 hours/ week (five or six days)	Two years course (Pre-primary and Grade I and II) – 200 working days/ year – 36 hours/ week (five or six days) Flexible options could be considered for specific situations
2.	Physical facilities		
	a. Batch size	50 students	30-35 students
	b. Classroom size and facilities	500 sq ft. for 50 students, 2 classrooms, multipurpose hall, library cum reading room, resource centre for ET/ICT, Psychology resource centre, Educational toys room, Arts and work experience, Health and Physical education room, Principal's office, Staff room, Administrative office, Girl's common room, Canteen, Store rooms (two) Separate toilet facilities for boys and girls, Visitors rooms, Parking space, Open space, Open space for lawns, Gardening activities and multipurpose playfield	One 500 sq ft. classroom for 30-35 students, Multipurpose room, Library, Computer room; other basic facilities like toilets and sports facilities.
	c. Library books	At least 1000 (Children's encyclopedia, Dictionaries, Reference books, Professional education, NCTE publications, Teachers' handbooks, Comics, stories, Picture books/ albums, Poems, NCTE journal and 3 Education journals)	Focus on reference books on child development, Nutrition and health, Child health, Journals on child development, Sociology of childhood, ECCE story books, Teachers' activity guides
3.	Lab preschools/ Practice teaching	Cluster of nearby pre-school/ ECE centers and desirable has its own attached Nursery School -at least 40 days internship in pre-schools	Lab area with many ECCE centers and not a lab school -at least 40 days internship in pre-schools and primary schools
4 a.	Teacher educators	For two batches (50 students/ Batch) <b>Three lecturers</b> – with P.G. in Child Development or Home Science with specialization in Child Development/ P.G. in Education or in any School subject and Diploma/ Degree in ECCE/ Nursery/ Elementary Education <b>One Principal</b> – Same as above with 5 years of Experience as Teacher Educator <b>One lecturer</b> – in Arts with P.G. in Fine arts from recognized institution	For one batch (30-35 students) <b>Full time:</b> One <b>Academic Coordinator</b> and at least <b>four Teacher Educators</b> of which two teacher educators are P.G. in Child Development with at least one with specialization in ECCE; One P.G. in Education with in Sociology of Childhood. <b>Experience of working with Children</b> mandatory. <b>Part time:</b> Art, Music, Computer Science or English Communication; Health and nutrition.

S.No.	Aspects	NCTE specifications	Suggested 'desirable' specifications
b.	Training	Not mentioned	Regular provisions for refresher and induction training for Teacher Educators to move towards constructive and interactive teaching learning methods
5.a.	Curriculum Transaction	Emphasis on methods and approaches like role playing, games, quiz, material preparation, project work, bala mela etc for prospective teachers/student teachers	Integrated and inclusive approach – Tutorials, interactive mentoring, mentorship and internship (Addition to NCTE specifications)
b.	Curriculum Development	Not mentioned	Involvement of practising teacher educators in Curriculum Development
6.	Open and Distance Education	No norms and specifications	Separate norms and specifications focusing on quality of self learning material and support provided by Study Centres

## ANNEXURE V

## List of Teacher Education Institutes in India

### DELHI AND NCR

#### Recognised-Private

Mirambika Teacher Edu. Institute  
Shri Aurobindo Ashram, Shri Aurobindo Marg  
New Delhi – 110016  
Phone: 011-26569225 / 26567863

Kaushalya Institute for Nursery Teacher Education  
Khasra No. 77/1, Village Jaitpur, Badarpur  
Delhi – 110 044  
Phone: 011-26946573 / 26666573

Gitarattan Institute Jindal Teacher Training Institute  
D-Block, Sector-7, Rohini  
Delhi – 110 085  
Phone: 011-27057722-33  
Fax: 011-27052233  
E-mail: grjps\_edu@yahoo.co.in; info@gitarattan.com

Jain Bharti Institute of Higher Education  
E-Block, Sector-16, Rohini, Delhi – 110 085  
Phone: 011-27853000 / 27858802  
E-mail: jbmsbharti@yahoo.co.in

M.A. Educational Institute  
Pocket-H, Sector-18, Rohini, Delhi – 110 085  
Phone: 011-27872787 / 55172402  
E-mail: maisdelhi@rediffmail.com

Manav Bharti Nursery Teacher Training Institute  
Panchsheel Park, Sadhna Enclave, Delhi – 110 017  
Phone: 011-26013749

Manavi Institute of Education & Technology  
Block C-7, Sector-7, Rohini, Delhi – 110 085  
Phone: 011-27045080 / 27046989

Nursery Teacher Training Institute (Bal Bharati)  
Pusa Road, Karol Bagh, Delhi – 110 005  
Phone: 011-25717567

Prince Advance Studies  
Sector-24, Rohini, Delhi – 110 085

Rama Krishna T.T. Institute  
M-Block, Vikaspuri, Delhi – 110 018  
Phone: 011-25550497 / 25529748  
E-mail: rktti@rktti.edu.in

Rishabh Institute  
Pocket-IV, Mayur Vihar, Phase-1  
Delhi – 110091  
Phone: 011-22752055

Sai Institute For Girls  
Sai Bhawan, Geeta Colony  
Delhi – 110 031  
Phone: 011-22752055  
saaimemorial@vsnl.net

Satyam International Polytechnic  
GD Block, Pitam Pura, Delhi – 110 088  
Phone: 011-27313042, 27317069

Vidya Teacher Training Institute  
Vidya Bhawan, Bangla Sahib Road  
Opp. Kali Mandir, Delhi – 110 001  
Phone: 011-23348846-47, 9868441076 (Mrs. Biswas)  
E-mail vidyains@ndb.vsnl.net.in

ICS INFOTECH  
RZ-49C, Vashisht Park, Street No. 8  
Pankha Road, Janakpuri, Delhi – 110 046  
Phone: 011-55928079 / 25390400

Air Force Vocational College  
Old Wellington Camp, Race Course  
New Delhi – 110 003

Delhi Nursery Teacher Training Institute  
D-Block, Defence Colony  
New Delhi – 110 024

G.R. Memorial Nursery Teacher Training Institute  
Shivram Park, Nilothi More, New Delhi – 110 041  
Phone: 011-25475244

Great Mission Teacher Training Institute  
Sector-5, Dwarka, New Delhi – 110 075  
Phone: 011-25075473 / 55458841

Lingyas Lalita Devi Institute of MGMT & Science  
847-848, Mandi Road, Village Mandi  
New Delhi – 110 047  
Phone: 011-26651112-3

Lovely Nursery Teacher Training Institute  
Priyadarshini Vihar, New Delhi – 110 092  
Phone: 011-2242104  
E-mail: lpss\_school@yahoo.co.in



Pragati Institute of Education & Training  
Sector 13, Phase-II, Dwarka; New Delhi-110078  
Phone: 011-25097700 / 25097711  
011-64558431/28031700  
Fax: 011-28032711

Prayas College of Education  
37/222, Khizabad, Behind Lions Hospital  
New Friends Colony, New Delhi – 110065  
Phone: 011-26918189 / 23981490

R.C. Institute of Technology  
Mitron Village, Gopal Nagar, Najafgarh  
New Delhi – 110043  
Phone: 011-28016191 / 28011304 / 28015971  
Fax: 011-28011757

Trinity Institute of Higher Education  
D-Block, Vikas Puri ADJ, KPS, New Delhi – 110 018  
Phone: 011 28538489 / 28534487, 41518722, 25072239  
Fax: 011 28538489; E-mail: trinity.institute03@gmail.com

L.R. College of Advanced Studies  
Block H-3, Pocket-1, Sector-11, Rohini, Delhi – 110085  
Phone: 011-27570991 / 27570993

Rukmini Devi College of Education  
Pocket B V, Sector-4, Rohini – 110 085  
Phone: 011-27314235 / 27313693

Starex Institute of Education  
Village – Binola, PO. Bhora, Kalan, Delhi Jaipur Highway  
NH-8, Near Bilaspur Chowk, Gurgaon  
Phone: 95124-2379990/4

Prince Institute of Innovative Technology  
D-16, Sector-9, New Vijay Nagar, Ghaziabad-201009  
Phone: 0120-2745640

Janhit Institute of Education & Information  
38-B, Knowledge Park, Phase-I, Greater Noida  
Phone: 0120-2230642

## Higher Learning Institutes

Jamia Milia, Jamia Millia Islamia  
Jamia Nagar, New Delhi-110025

Amity Institute of Behavioral and Allied Sciences  
Amity Campus, Sector 44, Noida-201301  
Phone: 0120-2431461, 62, 63, 64, 65, 66  
Fax: 0120-2431870  
E-mail: ashishsingh@akcgroup.com

## Unrecognised Private and NGO Institutes

International Professional Development College  
West Delhi: 487/5, Outer Ring Road, Peeragarhi Chowk  
New Delhi-110087  
Phone: 011-32495020, 25258500

International Professional Development College  
Najafgarh: Rz-14/5, Laxmi Garden, Nazafgarh  
New Delhi-110043  
Phone: 011-25323020, 32993020  
Website: www.ipdcollege.com  
E-mail: ipdcollege@yahoo.com

DIECCE  
(Delhi Institute of Early Childhood Care and Education)  
3284, 1st Floor, Mahindra Park  
Rani Bagh, New Delhi-110034  
Phone: 011-27011771  
Mobile: 09212171771  
Fax: 011-27581770  
Website: www.diecce.org / www.diecce.com

Ahimsa Women's Polytechnic  
Acharya Sushil Ashram, Shankar Road  
New Delhi-110060  
Phone: 28744790, 28743681, 55420681  
E-mail: info@awpdelhi.org  
Website: //www.awpdelhi.org

Shemrock Institute of Education  
Nursery Teachers Training Institute  
A-138, Priyadarshini Vihar  
Delhi-110092  
Phone: (011) 22050904 / 05

Nursery and Primary Teacher's Training  
Polytechnic for Women, Delhi  
Phone: 011-24624049  
E-mail: info@womenpolytechnic.com

Indian Heritage School  
B Block, Priyadarshini Vihar, Delhi-92  
Phone: 011-22017100; + 91-9650877100, 9958977100  
E-mail: cmpindianheritage@yahoo.com

Indoss Polytechnic For Women  
4-5, Old DLF Colony, MG Road  
Gurgaon Sector 14, Gurgaon-122001  
Landmark: Near NM 2 & 3 Building  
Phone: (0124) 4083961, 3211031  
Mob: 9990457756

Indoss Polytechnic  
J-198, IInd Floor, Rajouri Garden, Delhi-27  
Phones: 011-65100006, 9212441844, 9212441845

Khazani Women's Polytechnic  
34/18, Devli Road, Near P.N.B. Khanpur  
New Delhi-62  
Phone: 011-65717957, 9953799814  
E-mail: kescorporate@gmail.com

MMI India The Galaxy (GK)  
S-535, GK-II, New Delhi-110048  
Phone: 011-29215241, 29225659  
E-mail: mmitcgk\_2@yahoo.com

International Women Polytechnic  
Corporate Office: A-1/128, Janak Puri  
Main Najafgarh Road, New Delhi-58  
E-mail: iwp1998@yahoo.com

International Women Polytechnic  
Branch Office: 156, Kapil Vihar, Main Road  
Pitam Pura, New Delhi

B-10, Derawal Nagar, Main Road  
Model Town, New Delhi-110009  
Phone: 011-42821368 / 69

Advance Information in Early Childhood Care & Education  
(A.I.E.C.C.E.)  
77 Vipin Garden, Near Dwarka Morde Metro Station  
Uttam Nagar, New Delhi  
Phone: 011-25352465, 09411604004

Guru Nanak Dev Polytechnic  
9, Hargovind Enclave, (Vikas Marg Extn.), Delhi-110092  
Phone: 011-65380107, (M) 09212400500, 09212660083, 84  
Website: www.gndp.co.in  
Email: info@gndp.co.in atul\_dubey@gndp.co.in

Polytechnic for Women  
A-3, Ring Road, South Extension Part-I, New Delhi-110049  
Phones: 011-24624049, 24699855, 29542675, 29541652,  
24623517  
Fax: 011-24644500  
E-mail: info@womenpolytechnic.com

Bachpan Academy-S.K. Educations Pvt. Ltd  
3rd Floor, P.P. Towers, Netaji Subhash Place  
Pitam Pura, New Delhi-110034  
Phone: 91-11-27351462, 27351463  
Fax: 91-11-27351461  
E-mail: response@bachpanglobal.com

N.A.T.T.  
E-42, Ground Floor, Vikas Marg, Laxmi Nagar, Delhi-92  
Phone: 011-43103425, 9718764458

1, Basement, West Patel Nagar (Near Kalinga)  
Delhi-110008  
Phone: 011-43108878, 69419247

488/5A, Dilshad Garden, Near Radha Krishan Marg  
Delhi-95  
Phone: 011-43658637; 69419245

The Ardee School-Junior School  
Sector 52, Gurgaon-122011  
Phone: 0124 4144222  
Mobile: 9811110042  
Fax: 91 11 23315645  
E-mail: contactus@theardeschool.com

Shemrock Institute of Education  
Nursery Teachers Training Institute  
Dayal Bagh, Faridabad, Haryana  
Phone: (129) 4092600/601  
E-mail: shemrockinternational@yahoo.co.in

Modern Montessori International (India) Pvt. Ltd  
Near-13-P, Sec-40, Gurgaon-122001  
Phone: 0124-258236, 2580892/3  
Fax: 2582327

Savitri Polytechnic women  
394/2, Mehrauli Road, Opp. Govt. College  
Gurgaon (Haryana)

Mata Rajkumari Chaddha Nursery  
Teachers Training Institute  
M-111, Guru Harikishan Nagar  
Paschim Vihar, Delhi – 110041

Zee Interactive Learning Systems  
Education Division of ETC Networks Ltd  
FC-9, Ground Floor, Sector 16-A  
Film City, NOIDA-201 301  
Phone: 0120 4252745/ 0120 4252746  
Fax: 0120-4311323  
E-mail: kannua@zilse.sesigroup.com

Jawahar Human Resource Development and Welfare society  
2157/1 Guru Arjun Nagar, Opp. Satyam Cineplex Nr.  
Shadipur Metro Station, New Delhi-110008  
Phone: 9873660080, 64674441, 64680444

Mother's Pride  
22, West Patel Nagar,  
New Delhi – 8  
Phone: 011-41301111, 32409310, 41301101, 4 1301118  
9313831192 (Mona Chauhan)

11/77, West Punjabi Bagh, New Delhi-26  
Shipra Nijhawan-9313845319  
Phone: 45081111, 45081112

196, Deepali, Pitam Pura, New Delhi-34  
Jagriti Chawla-9313845338, 313845338, 32409305

G-10, Pushkar Enclave, Paschim Vihar, New Delhi-63  
Shweta Sehgal-9313845357, 32409304; 25282486

E-15, Model Town-II, New Delhi-08  
Renu Vijn-9313845335, 32409308, 32409307

D-BLOCK, 56A, Vivek Vihar, Delhi  
Tulika Mishra-9313845363, 32409317

A-197, Sector-19, Noida  
Sonu Bagga 9350679909; 0120-4091111,-3227966

C-54 B/1, Behind Royal Tower, Sector-61, Noida  
Mukta Ahuja-9313845318  
Phone: 0120-4031111, 0120-4031115  
<http://www.mothersprideonline.com/mpride/>  
ContactUs.aspx?ID1=17#

SRF Foundation-Enhancing Early Education Programme  
C/o The Shri Ram School-Aravali Campus  
Hamilton Court Complex  
DLF City, Phone: IV  
Gurgaon-122002  
(M) 9971598984  
E-mail: [info@shriearlyeducation.com](mailto:info@shriearlyeducation.com)

Learner's Castle Educational Society  
2647, Hudson Lines, GTB Nagar (Near NDPL Office)  
Delhi-110009  
Phone: 011-27452290, 9313131133

DEIT  
South Extn-1: H-82  
Phone: 24692848, 24602258, 46564777

Yamuna Vihar-B2-32A, Delhi-110053  
Phone: 22918064, 22918067

Mobile Crèches  
DIZ Area, Raja Bazaar, Sector IV  
Near Gole Market, New Delhi  
Phone-+ 91-11-23347635 / 23363271  
Fax+ 91-11-23347281  
E-mail: [mail@mobilecreches.org](mailto:mail@mobilecreches.org);  
[mridula.b@mobilecreches.org](mailto:mridula.b@mobilecreches.org)

### **Distance Education: Government– Unrecognised**

NIOS (National Open Schooling)  
Budhanagar, Noida

Indira Gandhi National Open University (1985)  
Maidan Garhi, New Delhi-110068  
Phone: 91-11-29532321, 29535924-32, 29535062-65  
(EPABX) Extn. 2504 & 2508; Fax: 91-11-29536588  
E-mail: [rmohan@ignou.ac.in](mailto:rmohan@ignou.ac.in)  
Website: [www.ignou.ac.in](http://www.ignou.ac.in)

Institute of Home Economics, Delhi University  
(IGNOU Study Centre)  
F-4, Hauz Khas Enclave, Behind Laxman Public School  
New Delhi-110016

Salwan Public School (IGNOU Study Centre)  
Sector-15 (II), Gurgaon-122001  
Phone: 0124-2333956  
E-mail: [salwangurgaon@sify.com](mailto:salwangurgaon@sify.com)

### **Distance Education: Private-Unrecognised**

Centre for Educational Research and Developmental Studies  
(CERDS)  
2nd Floor, 206, Anand Chambers  
25/34 East Patel Nagar, New Delhi-110008  
Phone: 011-45092262, 09958447062 (mobile)  
E-mail: [contact@cerds.com](mailto:contact@cerds.com); [vinny@cerds.com](mailto:vinny@cerds.com)

### **PUNJAB (Private Recognised)**

St. Soldier College of Education  
Behind PTU & REC (Nit), Jalandhar-144011  
Phone: 0182-2470049, 2690091, 0182-5084767  
Fax: 22084769  
E-mail: [ssmti@usa-net](mailto:ssmti@usa-net)

B.I.S. College Of Education  
VPO. Kot-Ise-Khan, Moga-142043

Shivalik Hills Educational Society  
C/O. Deep Raman Kathuria, Indian Oil Pump  
Nangal-140124  
Phone: 01887-220090, 09814006841, 9417030278

Shivalik Institute of Education and Research  
Sector 56, Sas Nagar, Mohali, Ropar-160055  
Phone: 0172-225486, Fax: 0172-2629574  
E-mail: [bedi@glide.net.in](mailto:bedi@glide.net.in), [shivalik41@rediffmail](mailto:shivalik41@rediffmail)

### **Government**

D.A.V. Model School, Sector 15-A, Chandigarh  
Phone: 0172-254164  
Fax: 0172-2783373, 0172-2541648  
E-mail: [info@nttdav.com](mailto:info@nttdav.com)  
Website: <http://www.nttdav.com/>

### **Recognised-Private**

Rajaram Mohan Rai Institute of Vocational Studies  
Sector 27-D, Chandigarh  
Phone: 0172-2653505, 2638230

## NGO-Unrecognised

INPA Head Office (1. Regular and 2. Distance Course)  
Karuna Sadan, First Floor, Room No. 14-15  
Sector: 11-B, Chandigarh  
Phone: +91-172-2749994, 2600951  
Fax: +91-172-2749994  
E-mail: [tehalkohli@gmail.com](mailto:tehalkohli@gmail.com)  
[tehalkohli@hotmail.com](mailto:tehalkohli@hotmail.com)

Saraswati Institute  
81-C, Rani Ka Bagh, Amritsar  
Phone: +91-0183-2566888  
Mobile: +91-98154-66886  
E-mail: [mail@segcareers.com](mailto:mail@segcareers.com)

## MADHYA PRADESH Recognised

D.A.V. College  
Dayanand Arya Vadik College, T.T. Nagar  
Opp. Kataju Hospital  
Bhopal-462003

Veenavadini Pre Primary Teacher Training Institute  
Sube Ki Payga, Jivaji Gang Lashkar  
Gwalior-474001  
Phone: 0751) 427164, 2491307  
E-mail: [venuspublic@gmail.com](mailto:venuspublic@gmail.com)

## NGO

Bal Adhyapan Mandir Pre Primary Teacher Training Institute  
62, Pagnis Page, Indore  
Phone: (0731) 475282, 472229

ILVA Commerce and Science College  
Scheme No. 31, Sneha Nagar,  
Navlakha, Indore-452001

Mahila Montessori Training Centre  
31/2, Ganesh Colony, Rambagh, Indore  
Phone: (0731) 421392

Govt. Pre Primary Teachers Training Institute  
Napure Town, Jabalpur  
Phone: (0761) 409188

Dr. Zakir Hussain Khandwa Lokmanya Tilak  
Pre Primary Teacher Training College  
Neal Ganga Road, Ujjain  
Phone: 0734-562164

## Unrecognised Higher Learning Institution University

Madhya Pradesh Bhoj (Open) University  
Kolar Road (Raja Bhoj Marg), Damkheda,  
Chunabhatti-462016  
Phone: 0775-2807390, 2601774  
Fax: 755-550606  
E-mail (alt): [vc@rbubhop.mp.inc.in](mailto:vc@rbubhop.mp.inc.in)  
Website: [www.bhojvirtualuniversity.com](http://www.bhojvirtualuniversity.com)  
Reg. Phone: 755-576555  
Mail2: [rp\\_mishra@bhojvirtualuniversity.com](mailto:rp_mishra@bhojvirtualuniversity.com)  
Vice Chancellor  
Phone: 0755 2600645(O) 2431892(R)  
Registrar (Student support service)  
Phone: 0755-2784102, 4972017, 4972018  
Registrar (Administration)  
Phone: 0755-2784102, 4972017, 4972018  
E-mail: [registrar@bhojvirtualuniversity.com](mailto:registrar@bhojvirtualuniversity.com)

or

Madhya Pradesh Bhoj (Open) University (1991)  
Red Cross Bhawan, Shivaji Nagar, Bhopal-462016  
Madhya Pradesh  
Phone: 91-755-550606  
Fax: 91-755-550606  
E-mail: [rr@rbubhop.mp.nic.in](mailto:rr@rbubhop.mp.nic.in)

## Private Unrecognised

Institute of Professional-Training for Women  
276, Saket, Behind KD Care Hospital, Indore  
Phone: 2563948, 6534626  
E-mail: [contact@ipwmontessori.co](mailto:contact@ipwmontessori.co)  
Website: <http://ipwmontessori.com/index.htm>

Montessori International Teachers Training Institute  
A.B. Road, Indore (M.P.)

## RAJASTHAN Recognized

Geeta Bajaj Mahila T.T. College  
Moti doongri Circle, Govind Marg, Jaipur-302004  
Phone: 0141-2623730, 2622252, 2620494, 2621493

Maharana Pratap Mahila NTT Vidyalaya  
Baseri, Distt: Dholpure, Baseri

Bal Bharti Teachers Training Institute  
Bharti-Bhawan, P.O. Rajaldesar, Churu-331802  
Phone: 01567-232550

Mahatma Gandhi College of Education  
ISI-(A), Riico Industrial Area, Sitapura, Tonk Road  
Jaipur-302022  
Phone: 3940875

Mahatma Jyoti Rao Phoole N.T.T. School  
Ram Nagar Extension Colony, New Sanganer Road  
Sadala, Jaipur

Mahatma Jyoti Rao Phoole Womens Teachers  
Teacher Training College  
Ramnagar Extension, New Sanganer Road  
Sodala, Jaipur-302019  
Phone: 0141-2294680, 2295101  
Fax: 2292146

Mahaveer NTT (Pre-Primary) School  
Sector-5, Kiran Path, Mansarovar, Jaipur

Meera Bai Women Training Institute  
Mansar Khedi, Tehsil Bassi, Jaipur  
Phone: 0141-2620861

Sanjay Teachers Training College  
Lalkothi Scheme, Tonk Road, Jaipur-302015  
Phone: 0141-2742095, 2743577  
Fax: 0141-2741786

Shri Krishan Primary Mahila Teachers Training Sansthan  
H-11, Govindgarh, Chomu, Jaipur

Marwar Teachers Training Institute  
VIII. Kharda, Jodhpur Barmer Highway, Jodhpur  
Phone: 02931-281551, 52, 53

Kota College of Education  
SP-1, Riico Industrial Area, Rampur, Jhalwar Road, Kota  
Phone: 0744-2208413, 9314503839

Swami Keswanand S.S. Teachers Training Institute  
Bhadhadar, NH-11, Sikar-332313  
Phone: 01572-228402

Eminent T.T.T. Girls College  
Jaipur Road, Diggi, Tehsil-Maipura, Tonk  
Phone: 0141-5181378, 2792489

Mewar Girls College of Teachers Training  
Phone: 01472-248358, 245870  
Fax: 01472-248504

Dr. Rajendra Prasad Nursery T.T. School  
Baseri, Dholpur

Jamwa Mata Teachers Training Institute  
Ramgarh, Jaipur

Jamwamata Shikshak Prashikshan Sansthan  
Jamwaramgarh, Jaipur

Laxmibai Mahila Nursery Teachers Training College  
Jamwa Ramgarh, Jaipur

## Private Unrecognised

ETTI (Eurokids Teacher Training Institutes)  
ETTI-Jodhpur, C/o. Foundations  
Above Wool Development Board  
Opp. Swarndeeep Complex  
Ratanada, Jodhpur-342001  
Phone: 0291-5131177

MMI India (Jaipur-Rajasthan)  
A/4, Triveni Nagar,  
Near-Gopalpura Bypass  
Jaipur-Rajasthan  
Phone: 0414-5177772

## NGOs

Bodh Shiksha Samiti  
Secretary, Bodh Shiksha Samiti  
AA-1, Anita Colony  
Bajaj Nagar, Jaipur-302015  
Ph/Fax: +91-141-2708460

Bodh Parisar  
Central Office & Urban Resource Centre  
SP-41, Road No 6, RIICO Institutional Area  
Kukas (Amer), Jaipur-303101  
Phone: +91-1426-247456/7/8  
Fax: +91-1426-247456

Central Office: [centraloffice@bodh.org](mailto:centraloffice@bodh.org)  
Rural Office: [ruraloffice@bodh.org](mailto:ruraloffice@bodh.org)  
Delhi Office: [delhioffice@bodh.org](mailto:delhioffice@bodh.org)  
Director: [director@bodh.org](mailto:director@bodh.org)  
Finance: [finance@bodh.org](mailto:finance@bodh.org)  
Training: [training@bodh.org](mailto:training@bodh.org)  
Research: [research@bodh.org](mailto:research@bodh.org)

## Distance Education/ Open Distance Learning

Vardhaman Mahaveer Open University  
KOTA Rawatbhata Road  
Kota-324010 (Rajasthan)  
or  
Kota Open University (1987)  
Rawatbhata Road, Akhelgarh  
Kota-324010 (Rajasthan)  
Phone: 91-744-421254  
Fax: 91-744-421769

Rajasthan Vidyapeetha University  
 Certificate in Nursery Education  
 Faculty of Arts & Commerce  
 Resource Center  
 JRN Rajasthan Vidyapeeth University  
 93 Parshwanath Colony, Ajmer Road, Jaipur  
 Phone: 0141-2811581, 2810455, 2811530  
 Fax: 2810467

## **MUMBAI**

### **Recognised-Private**

Apeejay College of Education  
 Plot No. 1, Sector-23, Village-Kharghar Taluka  
 Panvel, Raigad

Sudam Shikshan P. Mandal D.ED. College  
 C/O Krishna Kadu Maindechowk, Kalamb  
 Yavatmal-445001  
 Phone: 07232-42540

Arya Vidya Mandir Institute of Education  
 Arya Vidya Mandir  
 Plot No. 287, JVPD Scheme, Mumbai-400049  
 Phone: 022-6208463, 6212207

Shewi college of Education Sophia Polytechnic Sophia  
 College Lane Bhulabhai, Desai Road, Mumbai-400026  
 Phone: 022-3631913

Bombay Teachers' Training College  
 Mahakavi Bhushan Marg; Colaba; Mumbai-400039;  
 Phone: +91-22-22047160; 22828899  
 Fax: +91-22-22845857;  
 Email: bttcollege@hotmail.com

### **Private and NGO-Unrecognised**

St. Xavier's Institute of Education  
 XCELL-St. Xavier's Institute of Education  
 Churchgate, Mumbai  
 Phone: 22078491

Malti Jayant Dalal Institute of  
 Pre-Primary Teachers Training College  
 Malti Jayant Dalal Institute of Pre-Primary Teachers  
 Training College, Juhu Garden, Juhu Rd, Opp Sndt College  
 Mumbai-54

National Academy  
 Mukesh Apartment, Navghar Road  
 Near Railway Station, Bhayandar (East), Mumbai

Pune Institute of Vocational Studies  
 Vandana Jain, Row House No. 3, Heramb Society, Opposite  
 Dutta Dhyam Temple, Near Spinach, Sus Road, Pashan  
 Pune-411021  
 Mobile: 92721 11321, 9960 91450  
 E-mail: contact@rtwpashan.com  
 Website: <http://ntt.rtwpashan.com/>

Global College of Vocational Training  
 Address: Vaity Bhavan, Navghar Road, Mulund-E  
 Mumbai  
 Mobile: 9967995926  
 Phone: 21632366

Mumbai Montessori Trust  
 Suyog Bldg, B-1, Next To HDFC Bank  
 Andheri West, Mumbai-400058  
<http://www.clickindia.com/detail.php?id=136590>  
 Neeta-Mobile: 09833119953  
 E-mail: bnm91@hotmail.com  
 Website: <http://www.ppttc.blogspot.com/>

Institute of Professional-Training for Women  
 Mr. Pravin Tiwari, Union Bank Building  
 Old Bhandara Road, Nagpur-8  
 Phone: 09422104960

The Magic Tree-Nurture  
 Mumbai  
 Phone: 022-64523256, +91-9702459004/03  
 Sandeep R. Sharma: [sandeep@themagictree.in](mailto:sandeep@themagictree.in)  
 Vishal M. Tiwari: [vishal@themagictree.in](mailto:vishal@themagictree.in)  
 Website: [www.themagictree.in](http://www.themagictree.in)

Sadhana Education Society's M.J.D Centre for Education  
 Juhu Rd, Santacruz (W), Mumbai-400054  
 Phone: 26609320, 26600757

or  
 Contact Sadhana Education Society, Relief Road  
 Santacruz (W); Visit site-SMT. KAPILA Khandvala College  
 of Education  
<http://mumbai.olx.in/pre-primary-teacher-s-training-course-diploma-in-ecce-iid-2151767>

I.G. School of Education (SR)  
 Mob: 09342540806  
<http://www.clickindia.com/detail.php?id=1659522>

Goenka & Associates Educational Trust's GAET's  
 Pre-School Teacher Training Centre  
 Yashodam High School Building  
 Gen. A.K. Vaidya Marg, Goregaon (E)-400063  
 (Maharashtra State)  
 Phone: 022-2841 09 22 / 284109  
 27/28411016/28410927/28411016

Saraswathi Vidya Bhavan's College of Education & Research  
Sankar Nagar, Kalyan-Shill Rd, Sonar Pada, Dombivli (E)  
Dist. Thane.(Maharashtra State)  
Phone: 95251-2870787/2871245/2871243

National Education Society, College of Education  
NES Complex, National High School Marg, Bhandup (West)  
Mumbai-400 078 (Maharashtra State)  
Phone: 25671672 / 25643570  
Fax: 25673375

Vile Parle Mahila Sangh  
Mangalayatan Paranjape 'B', Scheme Road No.1,  
Vile-Parle (East) Mumbai-400057 (Maharashtra State)  
Phone: 26169272/ 26169745

Bharatiya Gramin Punar-Rachana Sanstha  
Knowledge Centre, Nadkarni Park, Behind MBPT  
Hospital, Wadala (East), Mumbai-400 037  
(Maharashtra State)  
Phone: 24164965, 24165137

Dr. Bhanuben Mahendra Nanavati College of Home Science  
338, R.A. Kidwai Road, Matunga, Mumbai-400 019  
(Maharashtra State)  
Phone: 2409 57 92/2409 65 08/Fax No.2409 57 92

The Little Flower's School Trust's  
The Little 'X'; P Flower's School  
Gundowali  
Phone: 26830627

Father Trevor Miranda; Reach Education Action Program  
REAP, 502 Bali Towers, Kalwa Station(W), Thane-400605  
Phone: 25441824

Ms. Bina Lakshari; Door Step  
Nana Chowk, Grant Road, Mumbai-400007  
Phone: 23826343

Leila Joshi; Apanalaya  
Shanti Nagar, Bainganwadi, Govandi, Mumbai-43  
Phone: 65961030

Mrs. Liz Mehta; Muktangan Paragon Centre  
PB Marg, Worli, Mumbai-400013  
Mob: 9820259062

Gandhi Shikshan Bhavan  
Juhu Rd (North), Mumbai-400049  
Phone: 26286252

Indian Education Society  
Hindu Colony, Dadar, Mumbai-400014  
Phone: 24141285

Arya Vidhya Mandir  
Bandra (W), Santacruz (W), Mumbai  
Phone: 26602644

Aban Bana  
Waldorf Training  
5, Proctor Road, Mumbai-400007  
Phone: 2386379, 9820459584

Adarsh Institute  
Dadar Saheb Phalke Rd, Dadar (E), Mumbai-400014  
Phone: 24105650

Shardha Gandhi  
National Academy (Classes at Breach Candy)  
Dattani Centre, Kandavli (E), Mumbai-400101  
Phone: 28861755 / 28851855

Kangaroo Kids  
Mamta House, SV Rd, Bandra (W), Mumbai-50  
Phone: 26433233 / 26437304

Euro Kids  
Priyanjali, Indra Darshan, Andheri (W), Mumbai  
Phone: 26305441 / 5442

Tree House  
Morya House, Nr. Infinity Mall, Andheri (W), Mumbai  
Phone: 64512384

Blooming Buds  
Gurukripa, Evershine Nagar, Malad (W), Mumbai  
Phone: 28824595 / 28896002

Mr. Himanshu N. Shah  
Kidzee  
21-23 Raj Crescent Complex, Borivali, Mumbai  
Mob: 9870435550

Garodia School  
153 Garodia Nagar, Ghatkopar (E), Mumbai  
Phone: 25060777

Swami Vivekanand International School  
Parekh Nagar, SV Road, Kandivali (W), Mumbai  
Phone: 28072492 / 32991498

Witty Kids, Malad  
Ramchandra Gali, Malad (W),  
Mumbai-400064  
Phone: 28891215 / 28808609

Jack & Jill  
Kaveri Vasant Sagar, Kandivali (E), Mumbai  
Phone: 28842072

Shishuvan School – Post Graduate Diploma  
426 Shraddhanand Rd, Matunga (W), Mumbai-19  
Phone: 24044063 / 24044064

Sir Ratan Tata Institute  
Address: Annexe 30, Patkar Marg Mumbai-7  
Phone: 022-66648847/23679161/62  
or  
Montessori Training (Associated with Montessori International)  
RTI Research Centre; 30 N.S. Patkar Marg, Mumbai-400007  
Phone: 66236969 / 66236917

## NGOs

Pratham Education Foundation  
Y.B. Chavan Center, 4th Floor, Gen. J. Bhosale Marg,  
Nariman Point; Mumbai, Maharashtra-400021

Mobile Crèches  
Abbas Building, Near GPO, Fort, Mumbai-400001  
Phone: 22020869

Indian Women Scientists Association  
Plot No.20, Sector 10A, Vashi, Navi Mumbai-400703  
(Maharashtra State)  
Phone: 27661806, 27662136

## Higher Learning Institution-Recognised

Dept. of Human Development SNDT University  
(Women's)  
Vdhaldan Vidya Vihar Juhu, Mumbai-400049  
Phone: 022-6608855, 6128855, 6604795  
Fax: 022-6605345  
E-mail: dpsrhsc@vsnl.com

SIES Institute of Comprehensive Education  
Sion (West), Mumbai-400022  
Phone: 65744365

## Distance Education-Private

Kidzee University Head Office  
Zee Interactive Learning Systems  
Education division of ETC Networks Ltd. 3rd Floor  
Valecha Chambers, Plot B-6, New Link Road, Andheri West  
Mumbai-400053  
Phone: +91-22-2674 3900 Fax: +91-22-26743422  
E-mail: enquiry@kidzeeuniv.com  
Website: <http://kidzeeuniv.com/contactus.html>

Anonymous-Correspondance Courses Short Time  
9666174148; <http://www.clickindia.com/detail.php?id=552248>

Symbiosis Centre for Distance Learning  
Symbiosis Bhavan, 1065 B  
Gokhale Cross Road, Model Colony  
Pune-411016, Maharashtra  
Phone: (020) 66211000 (Hunting lines)  
Fax: (020) 66211040, 66211041

Yashwantrao Chavan Maharashtra Open University (1989)  
Dnyanagangotri, Near Gangapur Dam, Nashik-422005  
Maharashtra  
Phone: 91-253-340228  
Fax: 91-253-341716  
E-mail: ycmou@vsnl.com  
Website: [www.ycmou.com](http://www.ycmou.com)

Podar Jumbo Kids  
(ECCE Administrative Program and Distance Learning Program)  
Saraswati Road, Santacruz (W), Mumbai  
Phone: 26465393

## WEST BENGAL Private Unrecognised

Calcutta Montessori Training Centre  
Flat-1A, 13/3/1, Swinhoe Street, Kolkata-700 019

Tinies Home Montessori School & Training Institute  
43 A, Nr Telephone Exchange, Central Road, Jadavpur  
University, Kolkata

Womens Montessori Training Institute  
59/C, Near Sree Sangha Club Bus Stop Behala Tram Depot  
Satyen Roy Road, Behala, Kolkata-700034

Rishi Aurobindo Teachers Training Institute  
134, P K Guha Road, Kolkata-700028

Young Learners Teachers Training Program  
49/12B Hindusthan Park, Kolkata-700029

## Distance/Open Learning

Netaji Subhas Open University  
1, Woodburn Park, Kolkata-700020

## GUJARAT Recognised

Satkaival Nursery Teacher Education College  
C/O. Paramguru Pathshala, Complex Sarsa, Anand-388365

Shree Swaminarayan Sanskar Deep Trust  
AT & PO. Zundal, Ahmedabad Kalol Highway  
Gandhinagar-382421



Shri H.H. Patel Pre PTC College  
At. Rampura, Tal and Distt. Mehsana  
Mehsana

Parish Priesh, Catholic Chruch Trust  
Catholic Churchsavagah Post, Vijapur Road, Ilol  
Himmat Nagar

Gujarat Bal Adhyapan Mandir  
Divetiya Block, Raikhed, Ahmadabad-380001  
Phone: 079-5350413

Smt. R.R. Pandya Primary PTC College  
Ambrish Education Trust, 23, Amarish Society Radhswami  
Satsang Road Ranig, Ahmadabad-382480

Surajba Pre-Primary College  
Ambicakrupa Education Trust, Aishwarya Bldg. Tejas  
Shikshan Sankul, Bopal-Ghuma Road, Ahmedabad-380058

K.J.Meht`a College of Pre Primary Education  
Palanpur, Banskantha  
Phone: 02742-54341

Shri Vasant Bal Adhyapan Mandir, Narrsingh Ashram  
Bhudadi Zampa, Baroda  
Phone: 0265-426304

Shri M.D. Mehta Education Trust  
Darbargadh, Dhrol  
Jamnagar-361210  
Phone: 2897-223792

Smt. V.L. Vora Bal Adhyapan Mandir, Mundra, Kutch  
Phone: 02838-22513

Jayshree Adhyapan Mandir  
Jivan Jyot Education Trust, TO. & PO. Valam Pandya Sheri  
TA. Vishnagar, Mehsana-384310

Saraswati Mahila Pre-Primary Teacher TRG. College  
Shri B.M. Patel Education Trust, 38, Maninagar Society  
Modhera Road, Nr Nirma Factory, Mehsana-384002

Shree Kamla Seva Trust  
AT & PO. TA. Vijapur, Mehsana

Pre Primary Training College Mahila Vidyabhawan  
Shaheed Chowk, Kumbhar Wad, Navsari-396445  
Phone: 02637-44509

Shree Gurukul Education Trust  
Rajharsh Complex Hanumanbari, Char-Rasta . PO. Tal  
Vansda, Navsari-396580

M.K. English Medium Pre-PTC College For Girls  
Vittal Prabhu Education & Charitable Trust  
Sardar Patel Complex, Patan-384265

M.K. Girls Pre PTC College  
Vittal Prabhu Education & Charitable Trust  
B. Sardar Patel Complex, Patan-384265

Sami Kelavani mandal, Saraswati Misra Buniyadi Adh  
Sami, Patan

Shree R.G. Patel Pre-Primary Teacher TRG. College  
AT. Manund Ta. Patan, Patan-384260

Shree Vallabh Kainya Kelavani Mandal  
Sanchalit Bal Adhyapan Mandir  
Dhebhar Bhai Road, Rajkot-360002  
Phone: 0281-223891

Shri Uma Pre PTC College  
Uma Vidya Bhavan, Ahead Cosmoplex Cinema  
Kalawad Road, Rajkot-360005

Smt. Zarmaben Shankarbhai Patel College  
Vidyadhan Charitable Trust, Vidhyakunj Cricle Subash  
Chandra Bose Marg Palanpur, Surat-395009

Maitri Vidyapeeth Sanchalit Purve Prathimik  
Bal Adhyapan Mandir, Manav Mandir Building  
Surendra Nagar  
Phone: 02752-24289

Shree Sadgurudev Swami Akhandanand Memorial  
Charitable Trust  
PO., Barumal TA. Dharampur, Valsad-396050

## NGO-Recognised

Daxina Murti Bal Adhyapan Mandir  
Gijjubhai Badhekha Marg, Bhavnagar-364002  
Phone: 0278-427194

## Government

S.T.M. Manekba Purva Prathmik Shikshaika, Gandhi Nagar  
(Gujarat), Tamlimi Kendra, Adlaj  
Gandhi Nagar (Gandhinagar Dist.)-382421

## Higher Learning Institution-Recognised

MS University of Baroda  
Dr. Uma Joshi (Dean), Faculty of Family & Community  
Sciences, Sayajibaug Main Road, Opp Sayaji Baug,  
Pratapgunj, Baroda-390002  
Phone: 91265795522  
E-mail: econtact-hsc@msubaroda.ac.in

MS University of Baroda  
Dept. of Continuing and Adult Education  
Sayajibaug Main Road, Opp Sayaji Baug, Pratapgunj  
Baroda-390002  
Phone: 91265795522  
E-mail: econtact-hsc@msubaroda.ac.in

### **Unrecognised Private Institutes**

B.M. Patel Bai Adhyapan Mandir, Kheda (Gujarat)  
Nadiad Nagarpalika Sanchalit, Dekor Road, Ambawadi  
Bazar, Nadiad, Kheda-387001

Learning Imprints Private Limited  
“Spandan”, 4, Shrijinagar Society, Behind Jaldhara Complex  
Vasna Road, Vadodara-390015  
E-mail: learningimprints@gmail.com

### **Higher Learning Program-Unrecognised**

Sheth P.T. Mahila College of Arts & Home Science  
Vanita Vishram, Athwagate, Surat-395001 (Gujarat State)  
Phone: 0261-266 58 46  
Fax: 0261-266 05 44

### **UTTARAKHAND Recognised**

Manava Bharti Teacher Training Institute  
Anghaila Hills, Ghanghora, Dehradun-258141  
Phone: 0135-450762, 758541, 0135-2735603-05

Jai Arihant Academic Institute  
Arihant Puram, Academic City, Bareilly Road, Haldwani  
Nainital-263139  
Phone: 5946-245404, 245206, 99279-45000, 99279-01800  
Website: <http://www.jaiarhant.com/contact.php>

Shri Bharat Mandir Teachers Training Institute  
Jhanta Chowk, Rishikesh-249201  
Phone: 0135-2433554, 2432637

Veerangana Nursery Teachers Training Institute  
Edon Bagh; West Hope Town, Herbertpur  
Dehradun-248142

### **Private Unrecognised**

Indian Association for Pre School Education, Dehradun  
(Uttarakhand) Centre D.A.V (PG) College, Karanpur  
Dehradun-248001  
Phone: 0135-2761035

Rajiv Gandhi Computer Sarakshat Mission  
C-187, Nehru College, Dehradun

### **PONDICHERY Recognized**

District Institute of Education and Training  
Lawspet, Lawspet-605008

### **BIHAR Recognized**

Teacher Training College of India  
83, Ashok Nagar, Gaya (Bihar)-823001  
c/o Buddha Public School

### **KERALA Recognized**

Government Pre-Primary Teacher Training Institute  
Iron Bridge, Alappuzha-688001

Sree Narayana Pre-Primary TTI  
Bharanickavi North, Baranickavu P.O., Pullickal  
Alapuzha Dt-690541

Mujahid Rahmania Pre-Primary TTI  
Calicut, Calicut-673006

Bappuji Pre-Primary TTI  
Koothattukulam, Ernakulam Dt-686662

Smitha Pre-Primary TTI  
Gandhi Marg, Chembarkey  
S. Vazhakulam Post, Aluva, Ernakulam Dt-683105

Sophia Pre Primary TTI  
Kothamangalam, Ernakulam Dt.-686691

Hais Pre-Primary TTI  
Alayaman, Kollam-691320

Immaculate Pre-Primary TTI  
Mulluvilla, Vadakkevila, Kollam-691010

Kasthoorba Gandhi Smaraka Pre-Primary TTI  
Thevally, Kollam-691009

A.S. Pre-Primary TTI  
Near Karikude Sarathy, Chandanathope, Kollam Dt-691014

Baker Memorial Kinder Garden And Nursery TTI  
Baker Hills, Kottayam-686001

S.H. Pre-Primary Teacher Training Institute  
Pala, Kottayam Dt.-686575

Government Pre-Primary TTI  
Eranhipalam, Kozhikode Dt-673005

Pre-Primary TTI  
Nemmara, Palakkad-678508

Jamia Salafila Pre-Primary TTI  
Salafi Grammam, Pullikkal-673637

Government Pre-Primary TTI  
Cotton Hill, Thiruvananthapuram-695010

Jaybharath Pre-Primary Teacher Training Institute  
Near Govt Polytechnic, Attingar, Avanavanchery  
Thiruvananthapuram-695103

Mythili Pre-Primary Teacher Training Institute  
Kottampara Buildings, Aralumoodu  
Thiruvananthapuram-69512

Thunchan Smaraka Samithi Pre Primary TTI  
Ayranimuttom, Manacaud  
Thiruvananthapuram-695009

Cordova Pre-Primary TTI  
Cordova Nagar, Nh Bypass, Poonthura  
Thiruvananthapuram D-695026

C.H. Mohammed Koya Memorial PPTI  
Tjam Municipal Bldg, 4th Floor  
Kuruppam Road Junction, Round South  
Thrissur-680001

Netaji Memorial Pre-Primary Teachers Training Inst  
Cheruthuruthy P.O., Thrissur Dt

Vidya Pre-Primary Teacher Training Institute  
St. Antonys Street, Kuriyachira  
Thrissur Dt.-680006

Marthoma Nursery T.T.I.  
Manjadi P.O., Tiruvalla-689105

Lisieux Institute of Pre School Teacher Education  
Aquinas Grounds, Edacochin  
Cochin-682006

St John The Baptists Pre-Primary T.T.I.  
Nedumkunnam, Kottayam-654542

Seethi Sahib Memorial T. T. I.  
Kodiyathur PO, Nellikkaparamba  
Mukkam  
Kozhikode-673602

## **Private-Unrecognised**

Haneefa Kunju Memorial College of Education  
Estate Road, Umayanalloor  
Kollam, Kerala-691 589

St. Thomas Teacher Training Institute  
St. Thomas Nagar  
Mukkolakkal, Thiruvananthapuram-695044

## **TAMIL NADU Recognised**

Sahaya Annai Nursery Teacher Education Institute  
Koodal Nagar, Madurai  
Madurai-625018

Vaani Teacher Training Institute  
Indira Nagar, Chettaiyappanur Post  
Vaniyambadi, Vellore-635751

Rabindharanath Tagore Teacher Trg Instt. for Girls  
Veerachipalayam Village  
Sankagri Taluk, Salem-637303  
Phone: 044-26461316/22521602

Rajalakshmi Pre-School Teacher Training  
No.1, Pillayar Koil Street, Manapakkam  
Chennai-600116  
Phone: 044-26461316/22521602

Vivekanandha Teacher Training Institute for Women  
Elayampalayam, Tiruchengodu  
Namakkal-637205

## **Private**

Vivekodaya Montessori Training Centre  
66 Royapettah High Road  
Mylapore, Chennai-600004

DCS Montessori, Kindergarden & Nursery Teachers  
Training Centre  
No: 223 NSC Bose Road, Ground Floor  
(Opposite to Madras High Court), Chennai-600001

International Montessori, Kindergarden & Nursery Teacher's  
Training Centre # 45, New No: 77, Dr. Radhakrishnan Salai  
Mylapore, Chennai-600004  
Phone: 044-28112932, Mob: 98400 62504  
E-mail: internationalmontessori2009@yahoo.in  
Website: www.internationalmontessori.org

SSV Montessori Kindergarten & Nursery  
Teacher Training Society  
Rajaram Complex, 1st Floor AP 826  
G Block  
11th Main Road (Opp. EB Office) Anna Nagar  
Chennai-600040  
Mob: 09444170190 / 99520 34546  
E-mail: ssvtrainingcentre@yahoo.co.in  
Website: www.ssvmontessori.com

Navadisha Montessori School  
Kalki Nagar, III Cross Street  
Near AG's colony, 6th Main Road  
Velachery, Chennai-600042  
E-mail: school@navadisha.org  
Contact Person-Latha-09884669104  
Rukmini-09884439604  
Phone: +91-44-2253 3067  
E-mail: info@navadisha.org

Centre for Montessori Training  
2/1, Habib complex, 5, Durgabai Deshmukh Road  
R.A.Puram, Chennai-600028  
Phone: Uma Shankar: 91-44-2495 1077,-4234 8329  
91-44-2461 4301  
Fax: 91-44-4211 3490  
E-mail: kalvitrust@gmail.com

\S.C.S. Kothari Academy for Women  
Smt. Chanda Devi S Kothari Academy for Women  
17 Venkatapathy Street, Kilpauk,  
Chennai-600010  
Phone: 91-044-26460558 26460820  
Fax: 91-044-42175565  
Email: scsk706@dataone.in  
scsk706@gmail.com

### Higher Learning

Avinashlingam University for Women  
Mettupalayam Road, Coimbatore-  
Phone: 091(422)-2440241, 91(422)-2435550  
Fax: 091(422)-2438786

### Distance Learning/Open Learning

Tamil Nadu Open University  
Directorate of Technical Education Campus  
Guindy, Chennai-600025  
Mob: Dr. P. Thyagrajan-09840452341  
Phone: 044-22300704 Intercom 9  
Vice-Chancellor-22351414 Intercom: 23  
Fax: 22201199  
E-mail: vc@tnou.ac.in

## ORISSA Recognized

DAV Institute of Teacher Education  
Sector-VI, CDA, Bidanasi, Cuttack, Orissa-753014

### Government

DIET, Sundargarh  
P.O. Sankara, Dist. Sundargarh, Orissa-770020

DIET, Kalahandi Bhawanipatna, Naktiguda  
P.O. Bhawanipatna, Dist. Kalahandi  
Orissa-766001

DIET, Dhenkanal  
P.O./Dist. Dhenkanal, Orissa-759001

DIET, Keonjhar  
Old Town of Keonjhar, P.O.Keonjhar Bazar  
Dist. Keonjhar, Orissa-758002

DIET, Khurda  
P.O./Dist. Khurda, Orissa-752055

DIET, Sambalpur  
Ainthapali, Budharaja, Dist – Sambalpur  
Orissa – 768004

DIET, Naguan  
Via – Jajpur Road, Dist – Jajpur  
Orissa – 755019

### Higher Learning

Orissa University of Agriculture & Technology  
College of Home Science, OUAT  
Bhubaneswar, Orissa-751003  
Phone: 0674-2560880, 2561056, 2397669

### Private – Unrecognised

Childcare  
ODM Public School, BDA, HIG-6/1  
Chandra Sekhar Pur  
Phone: 0674-2302116

College of Nursery Teacher, Education  
208, Kharvel Nagar, Unit-III, Bhubaneswar-1  
Phone: 0674-2396919, 2393680

Indira Gandhi College of Nursery Education  
94, Dharma Vihar, Near Khandagiri Chhaka

Nalini Devi Women's College of Teacher Education  
Unit-III, Kharvel Nagar  
Bhubaneswar – 751 001

Regional College of Education for Nursery Teachers  
109, Sahid Nag4ar, Near Water Tank  
Phone: 0674-2546181

Regional Institute of Education  
At-Sachibalaya Marg, Madhusudan Nagar  
Bhubaneswar – 751 007

Maitree Institute of Research & Dev. Studies  
Dolamundia, Behind Jagannath Temple, Cuttack-9  
Phone:-0671-2315154, 9937437907, 2334043

Nursery Teachers Training  
Christ Collegiate School, Mission Road, Cuttack  
Mobile: R.K. Rana-09338123576

NTT  
Municipal Girls' High School  
Thori Sahi, Mangalabad, Cuttack  
Mob: 09438125416

College of Nursery Teachers Training & Education  
3<sup>rd</sup> Lane, Dharma Nagar Extn., Near Rukmni Cinema  
Brehampur  
Phone: 0681-222-3578/5083  
Mob: 09437066867

## Distance Learning

Indira Gandhi National Open University(Regional Centre)  
Regional Centre, C-1, Institutional Area, Pin-751013  
Phone: 0674-230-1250/1343

## ANDHRA PRADESH Recognised

Princess Esin Women's Educational Centre /Nizamia  
Hyderabad Women's Association  
Purani Haveli, Hyderabad-500002  
Mob: 09866531743

PPTTC, Govt. of India Certification  
Mob: 09949088920

## Higher Learning Institutions

Andra Mahila Sabha, College of Teacher Education  
on Durgabai Deshmukh Academic Campus, Osmania  
University Road  
Hyderabad – 500007

## Unrecognised

Vignan Bharathi Institute of Vocational Educational  
Shalivahana Nagar, Dilsukhnagar, Hyderabad  
Phone: 24056930, 9246336930

S-Logic Teacher Training  
Opp. Gopalpuram Police Station, Near Mother Teresa  
Statue, Rezimental Bazar  
Phone: 66466587  
Mob: 9866302527

Kidzee Online Training  
12-6-232/234, Flat 302, Viveknagar, Kukatpally  
Hyderabad-500072

Smiles Teacher Training Institute  
St. No. 2, Beside Mobile Showroom, Himayatnagar  
Hyderabad-5000029  
Phone: 91-40-67115487  
3 months course in PPT

International Montessori KG & Nursery, Danish High  
School  
Gagan Mahal Road, Domalguda  
Hyderabad-5000029  
3 months course in PPT

C3i Institute of Teacher Training  
501, 4<sup>th</sup> Floor, Kodali Towers, Balaji Enclave  
S.D. Road-500003

Froebel Teacher Training, State Council of Education  
Research and Training  
Near Ganesh Temple, Besides Swathi Tiffin Lane, Sector-3  
Hyderabad  
Mob: 9849293779  
Phone: 040-27714941, 040-24043975

-  
Medha International Teacher Organization Institute  
H.No.3-5-874, lane adjacent to Apollo Hospital Hyderguda  
Hyderabad-500029  
Mob: 9246882416  
America-9247797217

Euro Kids Teachers Training  
8 Sindhi Colony, Penderghase Road  
Securadarabad-500003

CFBT  
Phone: 66259722

SWTWIN, H.D. Azmathjan Palace  
Purani Haveli, Hyderabad  
Phone: 040-24520196, 040-24524539

Centre for British Teacher Training  
Samrat Complex, Near Secretariat, Hyderabad

Jawaharlal Nehru National Youth Centre  
Mob: 9000200582

Acharya NG Ranga, Agricultural University  
Rajendra Nagar, Hyderabad-500 030, AP  
Phone: 040-24015011, 040-24015017

Padmavathi Mahila University  
Chandragiri Road, Tirupathi  
PG Diploma in ECE  
Osmania University

## NGOs

Pratham  
Phone: 24332952, 09290012463

Prakrithi  
Prakriti, NGO, House No. 7-4-167, Ferozguda, Balanagar  
Hyderabad-500 011

Aarambh  
1-1-336/29, Near Thyagaryagana Sabha, Vivek Nagar  
Chikkadpally, Hyderabad-500020  
Phone: 91-877-2248481, +91-877-2249684  
+91-877-2248417, 91-877-2248416

Dr. Reddy's Foundation  
Door No-8-2-293/82/L/87/A, MLA Colony, Road No. 12  
Phone: 040-32441808, 040-23554020

## UTTAR PRADESH

### Recognised

Anjali Institute of Management & Sciences  
Etemadpur, Agra  
Phone: 0562-3124083

I.I.M.T. College of Education  
O Pocket, Ganga Nagar, Mawana Road  
Meerut-250001  
Phone: 0121-2621006

Rama College of Education  
224, Arya Nagar, Suraj Kund Road  
Meerut-250001  
Phone: 9412200404

Venkateshwara Institute of Computer Science & Tech  
208-A, Saket, Meerut  
Phone: 0121-2668411, 2654528

Springdale College of Management Studies  
Madho Tanda Road, Pilibhit-262001  
Phone: 05882-255032, 259917, 259918

Dayawanti Punj Training Institute  
Village – Sitamarhi, Sant Ravidas Nagar-221309  
Phone: 05414-236362, 01126200602  
Fax: 011-26200111

## Government

Government Nursery Training College for Womens  
41, Mahatma Gandhi Marg, Civil Lines (Extension Deptt.)  
Allahabad – 211 002  
Phone: 0532-2400384

Government Nursery Training College for Women  
Shahganj, Agra-282002

## Unrecognised

All India Pre-Primary Teachers Vocational Training  
Address C-2320, Indra Nagar, Lucknow  
Phone: +(91)-(522)-2344436  
Mob.: +(91)-9415015252, 9451408242  
Mailto: allindiantt0166@apnashaheer.com

Bright Institute of Nursery Teachers Training, Agra  
A-14, New Agra Colony, Agra

Bright Institute of Nursery Teachers Training, Agra  
Sanatam Dharm Girls Inter College, Agra Cantt.  
Agra-282005

All India Women Development & Training Society  
706 Ratanlok Apartments, Darshan Purwa, Kanpur  
Uttar Pradesh-208012  
Phone: +91-0512-3261547  
Mob: +91-9336574380

Rajiv Gandhi Computer Sarakshat Mission  
B-98, Sec-C, Wireless Chowk, Mahanagar  
Lucknow (U.P.)

Rajiv Gandhi Computer Sarakshat Mission  
Near H.B. Inter College, G.T. Road  
Aligarh (U.P.)

S.K Happy Public School( Only one recognized centre )  
Industry State, Raiwala Road, Deoband  
Mob: 7500691447  
Affiliated with IOWET New Delhi  
Regd. By NCT (under Govt. of India)  
(Part time course/correspondance)

Khazani Women Polytechnic  
ECCE/ NTT (Rs.800)  
C – 21, Vivek Vihar (Shastri Nagar)  
Hakikat Nagar, Near Sehgal Eye Hospital  
Saharanpur (U.P.)  
Phone: 0132-3256081, 9675063425

Indira Gandhi Vocational Training Institute & Educational  
Consultancy  
Railway Road, Saharanpur  
Phone: 0132-2640679, 8899092850  
Recognized Board NIOS/ UP Board etc.  
UGC/AIU Govt. Valid University for Service/Promotion  
Eligibility-Highschool, Intermediate  
Note: School, Society, Trust's Registration, Contact for  
Recognition

All India Pre-primary Teachers Vocational Training  
Kamla Nehru Marg, Near Bijli Chowk, Allahabad  
Contact person-Anand Srivastava-09389212099  
09415015252, 09935568658, 09235196871  
Eligibility-12<sup>th</sup>/Samkash; Timings: 4p.m-6p.m  
ISO-9001:2008

All India Educational & Vocational Training  
Centre-Maharishi Dayanand Convent School, Muthiganj  
Near Arya Kanya Degree College, Allahabad  
Head office-U.K. College of Education  
Sec-9, Jankipuram ext. Sitapur Road, Lucknow, U.P.  
Regd. Office-C-52, Sector-M, Alliganj, Lucknow-U.P.  
Contact person-Alankar Srivastava-09415024676  
E-mail: reach\_alankar@rediffmail.com  
Website: www.ukce.org

All India Teachers Vocational Training  
Executed from New Delhi  
Ministry of Human Resource Development  
Centre-Prayag Mahila Vidyapeeth  
1, Lal Bahadur Shastri Marg, Civil lines, Allahabad  
Contact person-Mrs. Madhuri Sethi-09919240268,  
09415010702  
Ashwini Singh-09415715176

Women's Polytechnic  
Indian Institute of Engineering and Rural Technology  
(I.E.R.T)  
26/12, Sardar Patel Marg, Civil lines, Allahabad  
Autonomous Body, Under Commissioner of Allahabad

## NGOs-Unrecognised

Smt. Ram Rati Gupta Womens Polytechnic  
Rampur Maniharan, Saharanpur-247451  
Phone: 01336-252222, 252875, Fax: 01336-252222  
E-mail-rrgwp@rediffmail.com

Pratham Institute of Educational Training Allahabad  
33/6 Stanley Road, Beli Colony, Allahabad  
Phone: 0532-2250811  
E-mail: eeeepratham@gmail.com

## Open Learning

U.P.Rajarshi Tandon Open University (1999)  
17, Maharshi Dayanand Marg (Thornhill Road)  
Allahabad, Uttar Pradesh  
Phone: 91-532-621839  
Fax: 91-532-621839  
E-mail: sanyal@nde.vsnl.net.in

## HIMACHAL PRADESH

District Institute of Education & Training  
Jukhala, Sadar, Bilaspur-174033, Himachal Pradesh  
Phone: 01978-286550

District Institute of Education & Training  
Diet, Saru At Chamba, Distt: Chamba, Chamba-176310  
Phone: 01899-32025, 24401

District Institute of Education & Training  
Dharamshala, Distt: Kangra, Dharamshala-176215  
Phone: 018926-23185

District Institute of Education & Training  
Dharamshala, Distt: Kangra, Dharamshala-176215  
Phone: 018926-23185

Dawarka Dass Memorial Sai College of Education  
Sri Satya Sai Society of Education, Village Kallar  
Post Office: Jalari, Nadaun, Hamirpur-177042  
Phone: 01972-32510, 09816068009, 233520

District Institute of Education & Training  
Gaura Karour, Hamirpur-177038  
Phone: 01972-235164

Shanti Niketan College of Education  
Hira Nagar, Ward No. 1, Hamirpur-177001  
Phone: 01972-223263

Trisha College of Education  
19/9, Old Bus Stand, Thain, PO. Rangas, Distt. Hamirpur,  
Hamirpur-177001  
Phone: 01972-223560

Gian Jyoti Institution of Bachelor Education  
Village-Ichhi, Post Guggal, Kangra-176209  
Ph/Fax: 24140823994  
E-mail: Choudhary@rediffmail.Com

R.C. College of Education  
Village Dhanut Adhwani, Dehra, Kangra-176036  
Phone:-01970-280957

District Institute of Education & Training  
Kinnaur, Kinnaur-172107  
Phone: 01786-223040

District Institute of Education & Training  
Kullu At Jarad, P.O. Piplage, Tehsil & Dist. Kulu,  
Kullu-175124  
Phone: 01902-265561  
Fax: 01902-265561

Kullu College of Education  
Village-Bohgna, P.O. Garsa, Kullu-175141  
Phone: 01902-272408, 65108 2004 50

Rameshwari Teacher Training Institute  
Upper H.P.S.E.B. Colony, Sarabai, Kullu-175125  
Phone: 01902-268856, 0981602678  
Fax: 01902-268856

District Institute of Education & Training  
(New Diet) Kukumsari, Lahaul Valley  
Lahaul & Spiti, Keylong, Lahoul & Spiti  
Lahaul Valley-175132  
Lahaul Valley Abhilashi College of Education  
Near Chowk, Teh. Sadar  
Mandi-175008  
Phone: 01905-243239, 01905-241091, 09816085606  
09816056520  
Fax: 01905-2004 50

Blooms College of Education  
Above State Bank of Patiala, Bhojpur, Sundernagar,  
Mandi-174401  
Phone: 01905-241091, 01907-262913, 2004 50

District Institute of Education & Training  
Mandi, Mandi-175001  
Phone: 01905-22168 2000 200

Krishna Educational Centre, Deptt. of Elementary Teacher  
Education, Vill-Dadour  
PO-Dhaban, Via-Ner Chowk  
Sadar Mandi-175027  
Phone: 01905-243500, 01905-241422  
Fax: 2004 50

District Institute of Education & Training  
Shimla At Shamlaghat  
P.O. Panesh, Via Totu  
Shimla, Shamlaghat-171011  
Phone: 0177-474587, 0177-2774899, 2000 200

Indian Institute of Education  
Mount View, Long-Wood, Shimla-171001  
Phone: 0177-2655611, 0177-2806360  
Fax: 0177-2003 50

District Institute of Education & Training (Diet)  
Near Rani Tal, Nahan, Sirmour-173001  
Phone: 01702-222609, 0172-224023  
Fax: 1996 200

District Institute of Education & Training  
Solan, Solan-173212  
Phone: 01792-23827 1996 200

Vaid Shankar Lal Memorial College of Education  
Kasauli, Chandi, Solan  
Solan-173206  
Phone: 2008 50

District Institute of Education & Training  
Una At Dehlan, Una-174303  
Phone: 01975-232613 1998 50

## KARNATAKA/ BANGALORE

Divine Pre-Primary Training Institute  
No. 640, 1st Main Yeswanthapur, Road, Bangalore-560022  
Phone: 23379188

Al-Khateeb Teacher Training Institute for Women  
No. 509, Htm Darga Compound, O.T.C. Road, Cottonpet  
Bangalore-560053

Hymanshu Jyothi Kaka Peetha PPTI  
IV Main Road, Malleswaram, Bangalore-560055

Malleswaram Shishuvihar Ppti  
No. 39, IV Cross, Malleswaram, Bangalore-560003

Nsvk Teacher Training Institute  
7th Block, Jayanagar, Bangalore-560082  
Phone: 6633794/6634130

The Oxford Nursery Teacher Training Institute  
Ist Phase, J.P. Nagar, Bangalore-560078

Times Pre-Primary Teacher Training Institute  
Afzalpur, Gulbarga-585301  
Phone: 080-6630855

Ashrafee Pre-Primary Tti  
Krishnapur, Gudihal Road  
Hubli-560024  
Phone: 0836 303957



Sri Jagadamba Pre-Primary TTI  
Chamundeshwari Road, Lakshmipuram  
Mysore-570004

St. Joseph's Teacher Training Institute  
Jayalakshmipuram, Mysore, Mysore-570012  
E-mail: Info@Stjosephsdedcollege.com  
Website: www.Stjosephsdedcollege.com

JSS Teacher Training Institute  
Suttur, Nanjangud Taluk, Saraswathipuram  
Mysore Dt-571129  
Phone: +91 821 2548201 to 2548217  
Website: www.edu.jssonline.org  
E-mail: jss@Jssonline.org

Children's Education Society's TTI  
Near General Post Office, Shimoga, Shimoga-577201

Siddhartha Teacher Training Institute  
Siddharthanagar, Tumkur, Tumkur-572107  
E-mail: Srisiddharthaedu@gmail.com  
Srisiddharthatumkur@gmail.com  
Website: www.srisiddharthaedu.org

Shri Kittur Channamma Pre-Primary Teachers Training  
Vivekanand Road, Opp. Dr. Basker Hospital  
Masari, Gadag Dist.: 582101

Shri Rayachoti Veerabhadrashwar Education Society  
Vivekanand Road, Opp. Dr. Basker Hospital  
Masari, Gadag Dist.: 582101

Sri Siddhartha College of Education  
H.M. Gangadharaiah Road, Saraswathipuram  
Maralur Post Tumkur-572105, Karnataka

## Unrecognised

Pre-School Teacher Training Institute  
Indian Institute of Paramedical and Community College  
Bangalore, Karnataka

St. Mary's Maria Montessori, Kindergarten & Nursery  
Teacher Training School  
No-3042-Kanakadasa Nagar, Dattagalli 3rd Stage  
Mysore-570022  
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