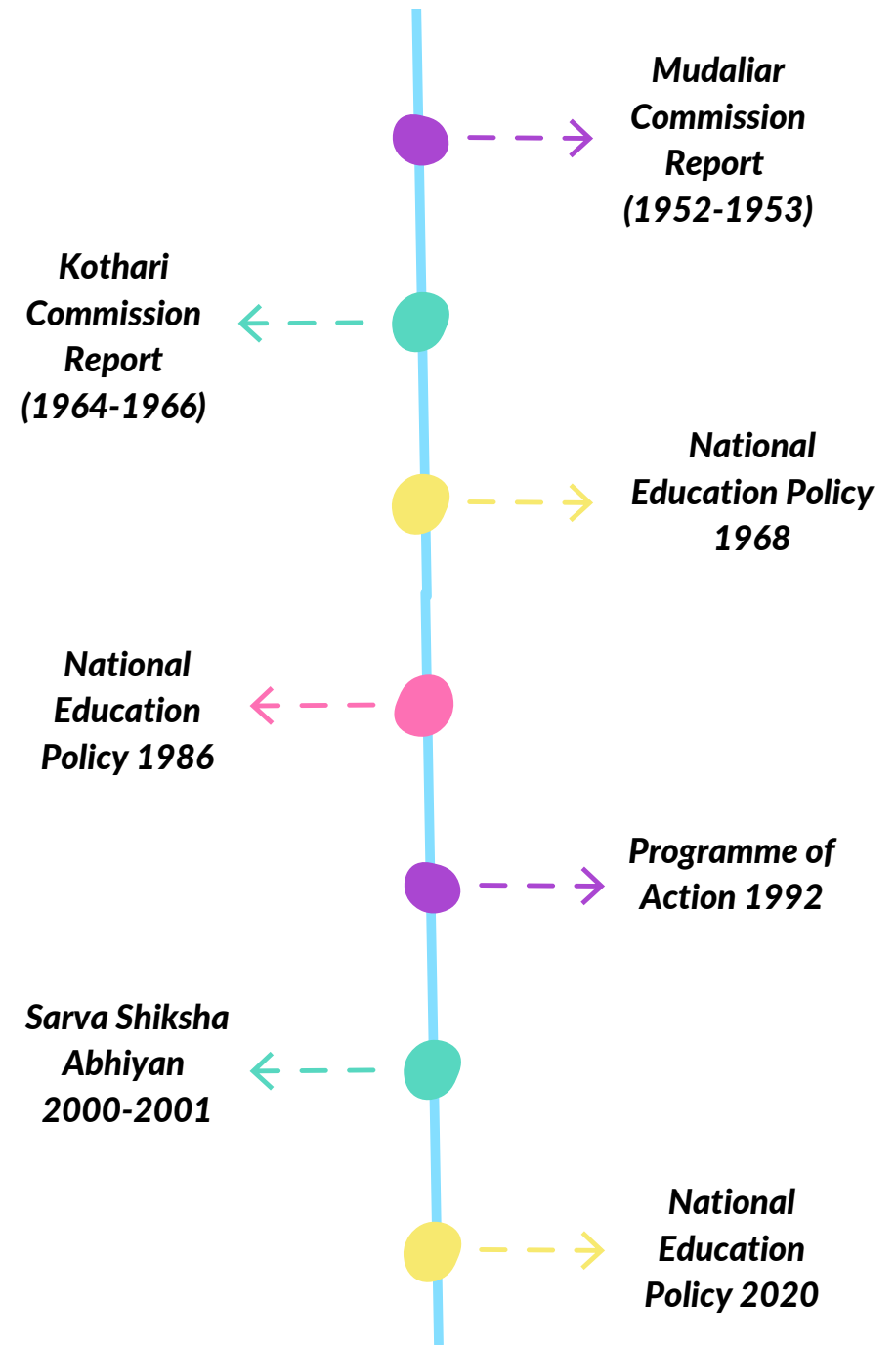


Teacher Education and Training in India

Government policy analysis since Independence

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Introduction



Teacher education and training play a pivotal role in shaping the quality of education in any country. Recognizing the crucial role that teachers and teacher educators play in fostering effective learning environments, India, since its independence in 1947, has acknowledged the need for well-prepared and competent educators to drive educational reforms and advancements. Consequently, the formulation and implementation of policies regarding teacher education have remained a significant aspect of educational development in the country.

Despite the undeniable significance of teacher education, concrete and sustainable measures have often been elusive in the Indian educational landscape. However, it is equally important to acknowledge that teacher education in India has undergone significant changes and developments, reflecting the ongoing commitment to improving the quality of education.

In doing so, this article aspires to contribute to the broader discourse on teacher education, providing insights into the policies that have shaped India's educational landscape and offering valuable lessons for policymakers, educators, and researchers invested in improving education in the country.

Mudaliar Commission Report (1952-1953)



*Dr. Lakshmanswami Mudaliar, the
then Vice Chancellor of Madras
University*

The 'Mudaliar Commission report on secondary education in India serves as a pivotal starting point for tracing the evolution of Teacher Education and Training in the country. Notable recommendations made by the commission included a clear delineation of two types of teacher-training institutions:

For School Leaving Certificate or Higher Secondary School Leaving Certificate holders: The commission suggested a two-year training program.

For graduates: The commission recommended an initial one-year training program, which could be extended to two academic years as a long-term initiative.

Furthermore, the commission emphasized the importance of qualifications for pursuing a Master's Degree in Education. It recommended that only trained graduates with at least three years of teaching experience be eligible for admission.

However, it's worth noting that the recommendations of this committee regarding teacher education did not receive significant attention or implementation in the National Education Policy of 1968. This was because the Mudaliar Commission was primarily tasked with examining the state of secondary education, and its contributions to teacher education and training were somewhat limited.

Kothari Commission Report

(1964-1966)



*Shri Daulat Singh Kothari, the then
chairman of the University Grants
Commission*

Following a significant hiatus of nearly a decade after the Mudaliar Commission Report, the National Education Commission (1964-1966) was established by the Government of India during Prime Minister Indira Gandhi's tenure. This commission, led by D.S. Kothari, the then chairman of UGC, with J.P. Naik as its secretary, undertook a comprehensive examination of India's education sector.

The report delivered pivotal recommendations to address the issue of **Isolation in Teacher Training**. It asserted that "teacher education must be seamlessly integrated into the academic fabric of universities and aligned with school dynamics and educational advancements." Furthermore, it advocated for elevating all training institutions to collegiate standards, with the ultimate goal of bringing all teacher education programs under the purview of universities.

Additionally, the commission advocated for **Expanding Training Facilities**, emphasizing that every primary or secondary school teacher should either possess prior training upon appointment or receive such training within three years of assuming their role.

REPORT OF THE EDUCATION COMMISSION

1964-66

Education & National Development

MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

One of the most important aspects of teacher education is **In-Service Education of School Teachers**. The report said that - “The target should be that every teacher receives at least two or three months in-service education in every five years of his service.” The report also gave recommendations on **improving professional education & expansion of training facilities**.

The Kothari Commission report, in terms of its recommendations, was a great advancement, both in details it captured and the vision it had. It laid the foundation stone for every policy which came afterwards.

National Education Policy 1968



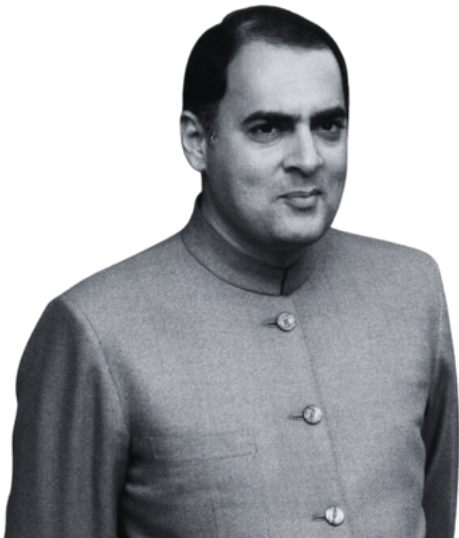
*Smt. Indira Gandhi, the then Prime
Minister of India*

Based on the recommendations of the Kothari Commission report, the National Education Policy 1968 was the first education policy that came during Indra Gandhi's regime.

Apart from the recommendations of the Kothari Commission Report, it also said that - **“the academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected”** and “teacher education, particularly in-service education, should receive due emphasis”

J.P. Naik, then secretary of 'The Education Commission, 1964-66, in his book *The Education Commission and After*, 1982 talked at length about implementation and evaluation of NEP 1968. He says that “general education and professional preparation of teachers” attracted very limited attention.

National Education Policy 1986



*Shri Rajiv Gandhi, the then Prime
Minister of India*

Between NEP 1968 and 1986, the Chattopadhyaya Committee (1983-85) introduced the “Teachers’ Centers” concept as hubs for educators to convene, share their teaching experiences, and enhance their learning. These “Teacher Centers” could also be used as meeting places where teachers could be pooled to share their learning and teaching experiences, said the Chattopadhyaya Committee (NCF, 2005).

On these recommendations, the NEP 1986 said that - “**District Institutes of Education and Training (DIET)** will be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out. Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training”

Following NEP 1986, there has been a sincere effort to develop institutions like DIETs, IASEs and CTEs for providing in-service education to primary and secondary school teachers.

There are more than 500 DIETs, 87 CTEs, 38 IASEs and 30 SCERTs. The strategies used by these centers for renewal of the pedagogic practices have shown improvements but it is yet to make a noticeable impact on teacher practice (NCF, 2005). While the DIETs have helped in expansion of institutional capacity for in-service teacher training, its efficiency and effectiveness still needs a boost.

Programme of Action

1992



*Shri PV Narashimha Rao, the then
Prime Minister of India*

When the VP Singh led *Janta Dal* along with *National Front* came into power in 1990 after defeating congress, it formed a review committee headed by educationist Acharya Rama Murti in 1990 to evaluate the progress of NEP 1986.

When Congress came into power once again, PV Narashimha Rao became the Prime Minister, the recommendations of the Acharya Rama Murti review committee came in 1992 as 'Programme of Action' (POA, 1992)

The POA 1992 focused on the following points to improve teacher education and training in India :

- Centrally sponsored scheme of Teacher education
- Efforts to provide training for preschool education
- Strengthening of SCERTs
- Creation of NCTE
- Establishment and strengthening of Departments of Education in the Universities

Following the POA 1992, a bill named as "National Council for Teacher Education Act, 1993" to give statutory status to NCTE, was moved into parliament and it was passed on the 17th August, 1995.

national
policy
on education 1986

PROGRAMME OF ACTION 1992



Ministry of Human Resource Development
Department of Education

Today, NCTE, with its objective of achieving a planned and coordinated development of the teacher education system has covered a variety of “teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses”. (Gunjan Sharma, *Economic & Political weekly*, 2019)

Sarva Shiksha Abhiyan 2000-2001



*Shri Atal Bihari Vajpayee, the
then Prime Minister of India*

Sarva Shiksha Abhiyan (SSA) 2000-01 came as an “**intervention programme**” for the universalization of primary education in India.

It made some very good interventions in a time bound period to improve the quality of teacher training for primary schools.

It said that - “Teacher training is provided to improve pedagogical practices and upgrade knowledge and skill” and “Head teacher training is to instil skills to manage school functions and protect child rights” and finally the “Resource person training is to orient child pedagogy and active classroom processes, education administration.”

It made interventions to strengthen the BRC & CRC and said - “BRC/CRC must be strengthened and provide academic support through training and to required resources” and “functional linkages of BRC/CRC to be strengthened with DIETs.”

Pooja Parvati and Praveen Jha in “*Assessing Progress on Universal Elementary Education in India*” (EPW, 2014) says that SSA made “provision of 20 days in-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ ₹70/- per day” was made by the SSA but could not be sustained for long due to inadequate funds and lengthy paper works to avail it.

National Education Policy 2020



*Shri Narendra Modi, the Prime
Minister of India during the time
NEP 2020 came.*

The much awaited NEP 2020, which got approved by the union cabinet on - 29 July 2020, became a matter of debate across the nation and it still continues to be, for several of its farsighted approach to revolutionise education in India. It has in its bag, many policies to reshape the teacher education in India. Let's have a look at the promises it makes..

Teacher Education as a multidisciplinary programme

To make teacher education a multidisciplinary programme, it says that - "by 2030, only educationally sound, multidisciplinary, and integrated teacher education programs shall be in force."

The 4-year Integrated B.Ed. programme

"By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools."

Will NEP 2020 transform the future generation

Aimed to significantly overhaul several aspects of Indian education system, the National Education Policy 2020 might dissect out cramming and exam-centric education mess, reports **Priyanka Srivastava**

The National Education Policy (NEP) 2020 introduced recently is set to change the face of education ecosystem. In the coming times, we may hope to see bright young adults with innovative approach towards work and life, instead of paying obsessing over marks and mugging up bookish knowledge.

Thirty-four years ago, in 1986 when the Rajiv Gandhi-led government changed the education policy, the focus was on 'operation blackboard' to strengthen the primary school system.

Keeping in view the changing demands, the NEP 2020 now aims to offer skill-oriented education. What appears to be an idealistic policy, will need proper implementation to help the youth make wise choices.

Change is possible if all the measures introduced in NEP 2020 is implemented in a structured way.

Kiran Hazarika, member of University Grants Commission (UGC), Principal, Tengakhat College, Assam, who was associated with the formulation of NEP is hopeful of the positive outcome in another decade. "This will lead to liberal education in the coming times. We will save the youth from unnecessarily running after redundant degrees," he tells *Education Times*.

"The transformation of education will modify the psyche of the coming generation as we will have an educated

population armed with innovative thinking, aware of the skills needed in the local market, research-oriented with an ability to give potential output," says Hazarika. Emphasising on equity and inclusivity, the real outcome of the NEP would be realised when the children in poor and rural areas get access to education. Hazarika is hopeful in the coming decade more students from underrepresented sec-

tions, minority community will find their way to education institutes.

Knowledge hub

Academics have hailed the policy as an important step to transform India into a knowledge hub. "Besides incorporating the ethos of Indian philosophy, it has also incorporated sustainable development goals in the curriculum at the undergraduate level. Inclusive education right from foundation till the student reaches a professional level will help in the long run," says TG Sitharam, director, IIT Guwahati.

Entrepreneurial mindset

With most sectors moving to the digital platform, India needs to create an army of tech-enabled youngsters willing to take calculated risks. "Emphasis on critical thinking, creativity and stronger conceptual understanding will encourage students to become self-motivated learners. This is much needed for students to acquire skills that will prepare them for the unseen jobs of tomorrow," says Biju Ravendran, Founder & CEO, BYJU'S. Since Indian students were branded as the product of rote-learning system, systematic change towards innovation may prove beneficial in the long run. "Increased focus on the application of a few core concepts rather than shallow memorisation of a vast syllabus is much needed. Having championed the

inclusion of 21st century skills in the curriculum, things will change, however, much depends on how it is executed," says Sriman Subramanian, CEO, Calisto Learning, Mumbai.

Multidisciplinary learning

As the NEP emphasises on flexibility to the students by offering the exit-entry option in BEds, credit transfer across universities to find the best fit and making all streams equal has come as a breather for students who were getting suffocated of the water-tight compartmentalisation. "Rote learning is passé and with vocational training making headway into mainstream curriculum, a mechanical/electrical engineer can finally fix a motor-cycle/fan. Universities will no longer just survive on students' tuition fees but research funding from corporates and the government will gain prominence," says Rajesh Panda, founder & CEO, Corporate Gurukul, Singapore. "The initiative of putting equal emphasis on arts and science subjects will give students a chance to actualise their capabilities. This will encourage development of creative and artistic temperaments along with the scientific," says Shankar UV, director, The Sports School, Bengaluru.

"The biggest highlight is the introduction of vocational courses for children and bagless days in school. Education should ideally be skilling with theory. Providing opportunities to students right from school level to skill themselves through vocational courses will finally provide real education," adds Satyashruti Minakotan, principal, ODM Public School, Odisha.

What will happen to the 2-year B.Ed. programmes?

The policy says that - "the 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects."

What's there after B.Ed.?

"Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching."

Maintaining uniform standards for teacher education

"In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country."

NEP will play a pivotal role in propelling India

As the National Education Policy (NEP) 2020 completes three years of implementation this week, it stands as a milestone in India's pursuit of universal access and quality education. The policy has encompassed diverse aspects of equitable education, assessment reforms, teacher empowerment and technological integration, and is proving to be a catalyst in giving India's education system a new dimension and making it an inspiration globally. NEP 2020 brought unprecedented flexibility to the education system and its curricular revamp bridged gaps between different streams and activities, creating a more balanced and integrated educational framework. By introducing the National Credit Framework (NCF), NEP 2020 empowered learners across levels with increased flexibility. Multiple entry and exit options, assessment frameworks, and multidisciplinary curricula granted students the freedom to shape their learning paths.

In higher education, the implementation of the Academic Bank of Credit (ABC) was a game changer. With 10 million students enrolled, the ABC system has been pivotal in the seamless transfer of credits, ensuring student mobility, and personalised learning paths. This reform has empowered students to choose their preferred institutions and complete degrees based on their preferences. In IIT Kanpur, for example, the revamped undergraduate curriculum has significant flexibility in programme template with new interdepartmental majors, honours, management track and online courses as open electives. The curriculum also mandates a course on ethics and an increase in credits from social sciences, humanities, environment, economics, and management science. There is an evident shift from mere problem-identifying to finding solutions.

NEP 2020 is helping schools and colleges, too, to become enablers of solution-driven grassroots innovation. The Vidya Armit initiative is helping students to become problem-solvers, while the 10,000 Atal Tinkering Labs and the Smart Indian Hackathons are grooming the next generation of young innovators. The striking correlation between the policy and aspects of Education 4.0, which prioritises inclusivity and skill-based learning, and aims to transform teachers from mere educators to collaborators and enablers, is noteworthy. The DIKSHA (Digital Infrastructure for Knowledge Sharing) platform, hosting nearly half-a-million collections of e-content in 33 Indian languages, including Indian sign language, has catered to 150 million students, teachers, par-

ents, and other learners nationwide.

NEP 2020 recognises the transformative potential of Artificial Intelligence (AI), and remote learning platforms in enriching academic excellence and skill development of students. The integration of AI through personalised learning, automated grading, and improved teacher-student interactions, is a big push for the Indian education system. The AI for All platform, educating millions in 11 regional languages, demonstrates its broad reach. The policy's emphasis on the formation of a digital university that focuses on personalised learning experiences and content availability in various Indian languages and ICT formats, is noteworthy. The upcoming National Digital University, operating under a networked hub-spoke model, will integrate cutting-edge ICT expertise and collaborate with public universities and institutions nationwide.

NEP 2020 acknowledges the role of research and innovation in driving sustainable growth. The recent approval by the Cabinet for setting up the National Research Foundation (NRF) will foster collaborative research and development endeavours among academia, industry, and the government. NEP 2020 has brought a paradigm shift in entrepreneurship and skill development among students. IITs are now leading in providing credit-based entrepreneurship opportunities to students. Various IITs are either giving semester breaks for entrepreneurship or have integrated it as part of curriculum. At IIT Kanpur, we have a student entrepreneurship policy, where pupils can launch entrepreneurial ventures either by taking a semester off or by opting for Innovation and Entrepreneurship Credits (IEC).

Despite the steady advancements and growth in the past, India's education system was lacking international impact. NEP 2020 opens up a new path with the provision of international collaboration, and the scope to open offshore campuses. The establishment of the first offshore IIT campus in Tanzania marks a significant development in this regard. This global recognition, especially among the Global South, marks a shift. By embracing a holistic, multidisciplinary, and technology-driven approach, NEP 2020 is set to propel India through a comprehensive academic as well as research-oriented transformation. The policy can play a decisive role in shaping the future of the nation.

Abhay Karandikar is director, IIT Kanpur.
The views expressed are personal

Finally a policy which directs teachers to fall in line with constitutional provisions

"All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity."

National Curriculum Framework for Teacher Education, NCFTE 2021

"By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020."

A promise to restore the lost integrity of teacher education.

"Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required."

Conclusion

When we reflect on the journey from the Mudaliar Commission Report of 1952-1953 to the NEP 2020, it becomes evident that significant strides have been made in both recommendations and their subsequent implementation over the past seven decades. The establishment of SCERTs, DIETs, and NCTEs reflects a commitment to advancing teacher education. Efforts to standardize Teacher Education Programs (TEPs) and instill a professional ethos among educators and teacher trainers have been noteworthy.

As articulated in NCF 2005, teacher education must continually adapt to the evolving needs of the school system. The key now lies in earnestly implementing the new policy framework that has emerged. With this commitment, we can further bridge the gap between policy intent and on-the-ground impact, ensuring that our education system continues to evolve in response to the changing demands of our society.



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