



**REVIEW ARTICLE**

**TRANSFORMATION IN TEACHER EDUCATION OF INDIA WITH RESPECT TO POLICY  
PERSPECTIVE**

**\*Dr. Anviti Rawat and Monika Singh**

Assistant Professor, B.Ed, Maharaja Surajmal Institute, Delhi

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**ABSTRACT**

The intent of the paper is to see the present scenario of teacher education in India in the light of the educational policies, recommendations, commissions and various educational committees working towards the upliftment of the teacher education programmes. The various educational policies which are analysed are National Policy on Education 1986, Kothari commission, Yashpal committee National commission on teachers (I&II) 1985, Justice Verma commission, Knowledge commission 2005, Right to education 2009, Curriculum frame work for quality teacher education 1995 and National curriculum framework for teacher education (2009). These policies and recommendations given time to time led to the propagation and revolutionary changes in the teacher education courses and institutions at all levels. The paper reflects on how Teacher Education in India has evolved from the past so many years till now and the vision for the teacher education for the future.

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**INTRODUCTION**

Teachers make the education effective by serving and education is an instrument for man making for this teachers need to learn the skills, art of teaching, professional competencies, that can be gained through teacher education programmes. And to run these teacher education programmes successfully various policies are framed. In India the teacher education policies has evolved over time which are based on recommendations contained in various Reports of Committees/Commissions on Education, among the different policies being given the most important ones are the Kothari Commission (1966), the National Policy on Education (NPE 1986/92), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has imperative implications for teacher education in the country. The main objective of these teacher education programmes in India is to bring changes in the learning achievements of the children by preparing teachers for schoolboy giving pre-service training as well as improving the efficiency and capacity of the existing teachers by in-service training. For this purpose the National Council for Teacher Education (NCTE) a statutory body, established by the government of India was constituted under

the National Council for Teacher Education Act, 1993 for achieving planning and coordinated development of teacher education in the country, and also for the regulation and proper maintenance of norms and standards in the teacher education system by periodically monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE re-composition of the visiting teams are some of the quality control mechanisms being developed by NCTE. Secondly, by providing facility for online furnishing of applications and online payment of fees through the introduction of e-governance system. Thirdly, by developing the National Curriculum Framework for Teacher Education keeping in view NCF, 2005. Preparation of Manual for the teacher education institutions and publication and dissemination of Thematic Papers on Teacher Education to give academic support. Similarly for improving the efficiency and capacity of the existing teachers by in-service training India has a vast network of teacher training institutions that give training for in-service teachers. National Council of Educational Research and Training (NCERT) and its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. National University on Educational Planning and Administration (NUEPA) also gives institutional support. The State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts

**\*Corresponding author: Dr. Anviti Rawat,**  
Assistant Professor, B.Ed, Maharaja Surajmal Institute, Delhi.

specialised courses for teacher educators and school teachers. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). In-service training is also imparted with active role of the civil society, unaided schools and other establishments.

**Kothari Commission (1964-66):** gave recommendations for the development of policy perspective in teacher education. The main recommendations given by the commission were regarding the refurbishing of these teacher education as an inclusive, self directed discipline also for the restoration of the teaching profession as a respectable and very noble profession. In the recent decades teaching learning has been undergoing drastic changes with the implementations of these policies in education.

Kothari commission gave recommendations for improving the standards of teacher education by focusing on the following parameters:

- Pay scale of Teachers
- Appointment and promotion of teachers
- Service conditions
- Building a strong link between the teacher education institutions and the general educational institutions
- Teaching practice should be given to the prospective teachers in the form of internship.
- Equal expansion of Teacher educational institutions in all the states of India.
- In-service training for teachers should be conducted for teachers at all levels.

#### **National Policy on Education, 1968**

- This policy recommended establishing DIET's in each district for raising the standards of primary teachers and teacher associated with informal and adult education
- Few teacher training colleges with high standards should be given status of colleges of teacher education and institutes of Advanced Studies in Education
- It was suggested to give autonomous status to NCTE so that the body can exercise control and guide the various teacher educational institutes and colleges.

#### **Knowledge Commission (2009)**

Knowledge commission called as "Report to the Nation" gave recommendations under the chairmanship of Sem Pitroda in four installments (2006, 2007, 2008 & 2009) which are as follows:

- Reformation of teacher education curricula both at pre-service and in-service levels is required.
- The teachers should use web-based portals for networking and exchanging knowledge with other experts.
- Monitoring of private teacher training institutions should be carried out.

#### **National Curriculum Framework on Teacher Education**

The National Council of Teacher Education (NCTE) 2009 has been prepared in the background of the NCF, 2005. While articulating the vision of teacher education, there are some

important dimensions mentioned in the Framework for teacher education, that covered some aspects like self-directed learning, developing thinking ability, working in groups, communicating with students, reflective practices, practical learning, curricular transactions, assimilation and articulation of new ideas. The Framework has made several recommendations which are as follows:

- It emphasized on every basis of education, that is, philosophical, theoretical, practical, social, spiritual, moral etc
- School Internship has been given equalized importance among the three curricular areas of teacher education.
- According to NCFTE, 2009 the teacher education courses through the open and distance mode are recommended.
- With the pre-service teacher education programmes, the in-service and continuous development programmes should also be taken care of.
- The teacher education curriculum should also be imparted through various practical and innovative methods.
- The framework focuses on developing the humane teachers with professionalism.

#### **Right of Children to Free and Compulsory Education Act, 2009 and its implication on teacher education**

The Right of Children to Free and Compulsory Education Act, 2009 has impact on teacher education in the following ways:

- The standards for training of teachers shall be developed and enforced by the Central Government.
- Persons possessing minimum qualifications, as prescribed by an academic authority authorize by the Central Government, shall be eligible to be employed as teachers;
- Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years.
- The Pupil-Teacher Ratio specified in the Schedule should be maintained in each school this must be ensured by the Government.
- Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.

**Justice Verma Commission (2012):** Justice Verma Commission has also suggested number of reforms in the teacher education under its report titled, 'Vision of Teacher Education in India: Quality and Regulatory perspective'. The recommendations given by this commission mainly were enhancement of duration of the teacher education programmes with the provision of more specialized branches related to education or teacher education.

#### **Conclusion**

All the Indian policies and commissions have tried to empower the status of teacher education with respect to teacher education service conditions, continuous professional development, school internship, use of innovative teaching methods and ultimately developing humane teacher trainee with professional ethics. Good approach to bring drastic

reforms in the area of teacher education will only be achieved if implemented correctly and at the right time in the country. Teacher education is a challenging assignment especially with the changing needs and time and to meet these challenges smoothly a positive policy environment and ample of support from government and institutions are essentially required for creating sustaining teacher quality.

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