

A STUDY OF INDIAN GOVERNMENT POLICIES AND PLANNING IN IMPLEMENTING IN-SERVICE TEACHER TRAINING PROGRAMS

Abstract

The Pre-Service and In-Service Teacher Education curricula and laws, that interact with present-day teachers as well as future teachers of society, have undergone an important change over the past few years. To attain quality, programs, and policies have been developed. Nowadays teacher education programs need to be examined, revised, reconsidered, and refocused as a result of society's shifts and increased attention to learning as a fundamental human right. Reforms have been made to better the process of training teachers. Everyone who believes in discusses excellent instruction, but it is impossible without instructors who have received the necessary training. Therefore, the development and growth of teacher preparation programs are crucial. In India, training teachers have long been seen as one of the most important strategies for advancing society and the country. The Indian government occasionally established a number of committees and commissions to deal with various teacher education-related concerns and to address the growing issue of the teacher education program's accessibility, quality, and applicability. The Kothari Commission Report (1964–1966), Acharya Rammurti Samiti Report (1990), NCTE regulations 2009, NCTEF (2010), NCF (2005), the National Knowledge Commission Report, Right to Education Act 2009, SSA, Samaghra Shiksha, NEP 2020, etc. are just a few of the policy papers and documents that have been considered in India throughout the process of searching for reform and reorganization. This article elaborates its objectives on the discussion of how our govt. has gradually made changes in the direction of making progressive education and also

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in the advancement and development of teacher education, specifically In-Service Teachers which this discussion focuses on.

Keywords: In-Service Teacher Training Programs, In-Service Teachers, Continuous Professional Development Programs (CPD).

I. INTRODUCTION

Everyone speaks of great education, but it is not feasible absent teachers who have received the necessary training and help from the govt. policies. The statement that teachers are to be born but teachers can be prepared, what the need was to understand the mindset and work on it. The role of Teacher Education in the Indian education system is gradually speeding up with the need of the situation. The development and advancement of teacher preparation programs is crucial. In India, training teachers have long been seen as a single of the most important strategies for advancing society and the country. The Indian government occasionally established a number of commissions and committees to address various teacher education-related concerns. several policy papers, as well as the recommendations of several educational commissions and committees, have long recognized the need of bringing about improvements in education. The present-day teacher education programs need to be examined, revised, reconsidered, and refocused as a result of society's societal changes and increased attention to education as a fundamental human right. It is common knowledge that educators play a crucial part in creating an inclusive educational environment. Having highly motivated, educated, and competent instructors is crucial to guarantee relevant equitable education. [1]. To analyze and offer suggestions for improvement and success in teacher education, multiple boards, a commission, publications, and policy statements have been created and put into effect throughout the years. Given the reorganization of teacher training across many settings, legislative disagreements in the field—which are characterized by a lack of agreement on what defines appropriate teacher preparedness—are becoming increasingly heated (Whitty and Furlong 2017). The formulation and implementation of rules for educational institutions for teachers pursuing accreditation for beginning preparation for educators' programs aim towards the structured and controlled growth of teacher training.

In reality, instructors are particularly significant and effective advocates for excellence in education, fairness, and availability. The Ministry of Education of India occasionally carried on the suggestions given about teacher education by various commissions and bodies. Teachers today play a more active role in children's quest for learning than simple information communicators. For instructors to present breakthroughs in the fields of strategy and methodology for qualitatively improving schooling in order can meet the diverse needs of learners, the educational institutes of the nation continue to have a lot of work to do. The fact that different countries have different approaches to training outstanding instructors has been taken into account. Since competent educators are essential for sustained worldwide progress in their career growth, hire, stay, position, and employment circumstances are currently among the top topics on the international agenda.

The most current National Educational Policy, NEP 2020, is in accordance with this and mentions a lot regarding In-Service Teacher Training Programmes (INSET), also known as Continuous Development Programmes (CPD), which fall under the broad umbrella of Teacher Education. There is a global scarcity of qualified educators. According to NEP 2020, government policies are moving ahead in this area and today's teachers are urged to acknowledge or recognize deficiencies and work on them for both career and personal improvement. They will be given the chance to acquire new and advanced skills in their professions as well as how to better themselves, with the expectation that they will complete at least 50 hours of training per year for their own professional growth. The most recent methodologies in the areas of fundamental knowledge and skills, developmental and adapted

evaluation of learning results, and learning based on competencies, alongside associated pedagogies like hands-on training, arts-integrated, sports-integrated, and storytelling-based approaches, among others, will be effectively covered by Training Programmes. The recent past years during the global crisis, like every profession, education has adapted and accepted the solution in the long term manner that with the learning, teaching can also be provided by online mode, and after NEP 2020, the majority of the INSETs has taken up through online mode to completing the said target and providing the continuous training. To organize and extend teacher education across the nation, the government established several commissions and committees as well as new training institutions. Every academic program's effectiveness is primarily dependent on the teachers, their knowledge, and their abilities. Following liberty, research on strategy viewpoints in the training of teachers has produced several important findings on government initiatives.

II. CRITERIA OF A TEACHER

A teacher is a person that produces educational offerings, evaluates student participation in educational programs, regulates, and lends in line and significant management to educational initiatives. As an additional parent who cares about what's to come and is the only individual who can assist us in making decisions that are best for us. According to the "National Education Policy 2020," teachers are also not only seen as the "element" that has to bring about change greatest in order to enhance the educational system yet they are also acknowledged as vital catalysts for putting changes into action. [3]

- 1. What Teacher Education Means:** The teacher training program was known as teacher preparation from 1906 to 1956. It trained instructors to be technologists or mechanics. It had more restricted objectives and concentrated exclusively on building skills).The improvement of a teacher's skills and competency is a program connected to teacher education that will equip and equip the teacher to fulfil the demands of the field and tackle the problems within. Teacher preparation is described as "A program of learning, investigation, and training for individuals to teach from pre-primary to higher education level"by the National Council for Teacher Education (NCTE)
- 2. In-Service Teacher Training or Continuous Professional Development Programs (CPD):** A competent educator is not just an expert in their field and an extremely skilled "technician," but also a "transformative academic" who continually seeks to understand the nature of education and works to bring about liberating shifts. According to Prabhu (2012), there are several actions that might begin to spark the development of teachers' professional development [2]. This might take a variety of shapes, such as taking part in quick courses to refresh information or abilities, lengthier study programs like certificate and post-graduate degrees in education, professional growth events hosted inside the teacher's own organization, seminars, mentorship, and peer evaluation. A lifetime approach to teacher professional development begins at the early stages of teacher education and lasts until stepping down. These phases include the first preparation period (Pre-Service), the introduction phase (which starts In-Service Teachers), the hiring phase, and the teaching phase (during which teachers who have successfully finished the initial phase of teaching undergo continuous professional development). This procedure is typically represented as a continuum. The continuance of a teacher's professional growth

"above the initial education, credentials, and initiation" is how Wallace (2015) defines Continuous Professional growth (CPD). " According to W.H. Kilpatrick, education is provided to humans, whereas training is given to performing artists and creatures. Teaching techniques, strong pedagogical theory, and professional skills are all included in teacher education. Teaching abilities plus theories of instruction with professional abilities make up teacher training.[2]

- 3. Educating Teachers in a Free India:** The initial commission in free India was the University Education Commission (1948-49), which was chaired by Dr. S. Radha Krishnan. The goals comprised expanding and promoting teacher education as well as holding seminars, meetings, and other events, examining the then-current curriculum in the teacher training program seriously, and recommending that the courses be flexible and adaptive to local situations. In this regard, the panel suggested that the curricula be changed so that more time could be dedicated to classroom practice and suggested that appropriate schools may be employed for practical education of teaching.

To address the programs and duties of training institutions, the First Conference of Training Institutions in India was organized in 1950 at Baroda, giving the term "teacher education" an entirely novel designation, replacing "Teacher Training."

With the direction of **Dr. AL Mudaliar, the Secondary Education Commission** (1952–1953) suggested that new graduates get instruction in at least two subject areas during their first year of teaching. Educational organizations should plan and carry out displays or laboratory lessons wherein trials in curriculum development and the application of contemporary teaching techniques happen. The hands-on experience ought to embrace topics like the design and leadership of academic tests, the organization of directed study groups and student organizations, running library sessions, and maintaining accumulative records in addition to practice classroom instruction, observations, examples, and lesson critique.

The **Kothari Commission's Education Commission**, which was in place from 1966 to 1966, had a particular passion for teacher preparation. Temporary classes and distance learning programs were cited as viable options. It was concluded that a strong program of professional development for teachers was necessary for qualitative advancement in education at all phases of teacher education in order to fulfill the demands of the country's system of education. According to the National Policy Statement on Education (1968), the teacher is without a doubt the most significant factor in determining the level of learning and its role in national development. As a result, society must offer teachers a respectable position.

An important year in the evolution of teacher training in India was 1973 when the Indian government created the quasi-statutory **National Council for Teacher Education (NCTE)** established a course of study that imagined the function of the teacher as an advocate both in and outside the classroom and created phase-by-stage learning goals for teachers, with a focus on involving the community, in order to improve the leadership of teacher training and strengthen the process through learning for oneself, resolving issues

and hands-on experience. It set criteria for teacher training excellence and offers guidance for its curriculum and approach.

In order to collaborate collectively with the training universities in order to bring about desired modifications and improvements in the training of teachers, the National Council of Educational Research and Training's teacher training department launched a plan for the thorough advancement of teacher training according to the name severe Teacher Education Programme (ITEP). The National Committee on Teachers was founded in 1983 at the direction of Prof. D.P. Chattopadhyaya, and the committee provided several insightful recommendations for the training of teachers, including a four-year program following senior high school that would culminate in degrees.

In 1986, the **National Policy of Education (NPE)** The pre-service and in-service phases of teacher training are intertwined processes that take place continuously. This policy and its Programme of Action established a compelling argument for enhancing teacher preparation since it was a requirement for enhancing learning in schools. Certain training colleges have been changed to Institutes of Advanced Studies in Education (IASSES) and Colleges of Teacher Education (CTEs), respectively, while other training schools were upgraded to District Institutes of Education and Training (DIETS).

In their analysis of the NPE 1986, the Acharya Ramamurti Committee (1990) noted that an example of apprenticeship for teacher preparation ought to have been used. It was recommended that rigorous aptitude and achievement assessments, rather than solely looking at students' academic performance, should be used to control how trainees are chosen. A teacher training degree shouldn't be offered through distance education; instead, it should be competency-based and integrate both theory and application for situational applications. [3]

Many colleges and universities and state governments revised their teacher education programs as a consequence of the statutory NCTE's Curriculum Framework (1998), which was released to offer standards for the subject matter and approach of teacher education. National Curriculum Framework for Teacher Education (2000) - It emphasized the necessity for ongoing education of in-service teachers because all of their earlier education and training could stop being useful.

The **Sarva Shiksha Abhiyan (SSA)** 2001, In-Service Education of Elementary Teachers, calls for a teacher to receive 20 days of training each year, divided into two chunks of 10 days each. The initial phase of training is conducted in person at block resource centers (BRCs), DIETs, or any appropriate organization with the necessary resources. The following stage consists of ten one-day sessions held at cluster resource centers (CRCs) every month for teachers who work in cluster schools to offer their ideas and gain knowledge with one another.

The National Curriculum Framework of Teacher Education, which was developed by NCTE in 2009 against the backdrop of the NCF 2005, has a number of important elements of the fresh approach to teacher education, including Reflective practice as the primary goal of teacher education, an evolution in the nature of teacher training in the

entire country by suggesting changes in the material, teaching-learning and professional rigor of the programs of study included the complete approach to the instruction; a focus on.

The government's desire for a secondary education system that can support India's growth and development was made clear by the **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** plan, which was introduced in 2009. The implementation of In-Service Training Programs for teachers of science, mathematics, spoken languages, and computing was prioritized under RMSA. The National Curriculum Framework for Teacher Education (NCFTE) 2010 emphasized that an aspiring teacher's education and training will be considered successful to the degree that it has been provided by teachers who have the skills and knowledge properly for the position. [8]

A prominent program of the MHRD to enhance educational results is the **National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)** in the primary stage under Samagra Shiksha. The launch took place on August 21, 2019. Online at NISHTHA: The abrupt shutdown during the COVID-19 epidemic had an impact on how this program was conducted in real time. Thus, NISHTHA is being modified for online delivery and is being delivered using the Internet of Things for Knowledge Sharing (DIKSHA) portals, that are managed by the NCERT, to provide training to the additional 24 lakh teachers and school leaders. For the National Initiative for Excellence in Reading with Understanding and Numeracy (NIPUN Bharat), NISHTHA 2.0 is secondary, while NISHTHA 3.0 is foundational in terms of numeracy and literacy. Each one of these online training programs has an evaluation and a score of 70% or higher is required to qualify for certification. On the DTH SWAYAM Prabha TV medium, these courses include text components, videos, and live workshops led by domestic-level resource persons. Technologies for interactive voice responses (IVRS) are also used to communicate with teachers. The KRPs also serve as instructors' mentors in this situation. As of right now, instructors and principals who successfully completed the distance learning program at the elementary level (NISHTHA 1.0) have been awarded 19,520,337 credentials.pg23&24[2]

Teachers must be given the tools they need to create stress-free school-based assessments that are focused on the development of competencies and new initiatives while moving from rote learning towards competency-based education. Teachers must be capable of investigating, reflecting on, and developing their own practices. Encouraging multiple languages and their importance in the process of education and learning, and orienting them to the use of learning based on competencies, hands-on learning, craftsmanship-integrated learning, athletics-integrated learning, toy-based learning, and ICT in instruction, learning, and evaluation for the betterment of how students learn. As a professional committed to lifelong learning, assist teachers in developing life skills like interpersonal skills, collaboration, teamwork, and resilience while also sensitizing them to differences like sex, religion, caste, socioeconomic position, and the local setting. Offering guidance to teachers regarding the use of cutting-edge, child-centric instructional strategies that enable students to construct knowledge based on their own findings, encounters, assessment, and analysis; engaging and promoting autonomous instructional practices for teachers and head teachers; and educating teachers to educational and social

issues of both local and international concern and encouraging them to act as needed. They also must continue to make up with changes in their academic subject or other parts of the instruction, such as twenty-first-century teaching abilities and competencies such as developing curricula, textbook production, other community involvement initiatives, and the creation of digital materials and other digital resources. In addition, instructors can take advantage of the well-organized web, accessible, and remote learning sessions. The expectations of teachers, school administrators, and teacher educators will be catered to through the careful planning and design of the mixed mode and cafeteria style of CPD by the relevant authorities. CPD is related to both the NPST and the instructors' CMP. Every teacher, school administrator, and teacher educator must complete 50 hours of CPD each year, and quality CPD is anticipated from the appropriate organizations or designated establishments.[2]

In the modern age, where the world is moving towards worldwide citizenship, cutting-edge technology advancement not only links individuals around the world but also helps with sharing information and improving skills, and practical experience, thus improving the skills needed to facilitate the practice of developing an environmentally sound and human world. To accomplish the goals of global citizenship training, equilibrium education, and education for equitable growth, we need to redouble our efforts. One such prominent strategy in the area of teacher training that is supported by the NEP 2020 is a continuous professional development (CPD), which gives instructors the chance to keep up with evolving requirements of students.

Many of the organizations and agencies will create a network for cooperation, coordination, and sharing of duties for designing curricula, material development (both online and offline), planning for training, putting training into practice, putting online courses into practice, evaluations, and registration for CPD at their level of expertise such as NCERT, NIEPA, IGNOU, NIOS, UGC, NCTE, DIETs, SCERTs, IASEs, State University Departments of education, etc. [2] This continuation, the main agenda of this article writing is to study the expansion of educational policies, recommendations, and suggestions for the requirement of upgradation, strengthening In-Service Training Programs so that it could indirectly push the learners.

To understand the Pre- and Post-independence situation, and changes in Teacher Education under the educational system of India, what studies have lightened on it is necessary. Every training program's effectiveness is primarily dependent on the teachers, their knowledge, and their abilities. There have been some important findings concerning the Government's policy following independence as a consequence of the study of policy perspectives in teacher education. Several commissions and committees and fresh educational institutes were established to organize and extend teacher education across the nation. The Government occasionally adopted the proposals made about teacher education by different commissions and committees. The Indian government saw the need for many qualified teachers in order to raise the rate of illiteracy and make education a right for all children. Several public institutions, both state and federal, were created to provide training for teachers. Globalization has also contributed to the monetization of teacher training and other errors in judgment. Not to talk about the vision, abilities, and attitudes required for the sort of classroom that forward-thinking texts foresee,

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however, who are, for the most part, not sufficiently addressed by teacher training courses. Several proposals for immediate improvement of teacher training have been made by numerous committees and policy briefs in recent decades, but the bulk of those suggestions have not yet been carried out. The caliber of teachers in general and educators for teachers, in particular, is emphasized by all of the commissions and studies mentioned above. Teachers today have a more active role in facilitating students' quest for knowledge than merely transmitting data. In this teacher to lay out the creativity in conduct and pedagogy for qualitatively improving schooling so that they can meet the various demands of the student population, today's teacher training institutions still have a lot of work to do. Additionally, this teacher education program requires to be improved and revised to better meet current requirements. Producing excellent educators takes on different forms in different countries. Whenever a country guarantees the admittance of brilliant people into the teaching occupation, efforts are increased. [3] The solution to sustained worldwide growth is having high-quality teachers, thus today's worldwide goals include improving their position, recruiting, keeping them, and working conditions.

In reality, teachers are extremely significant and effective advocates for educational excellence, capital, and affordability. There is a global scarcity of qualified educators. [2] The National Curriculum Framework from 2005, the NCF for Teacher Education from 2009, and the Right to Education Act from 2009 all placed an emphasis on reforming India's primary and secondary educational systems. Since no education system can advance without instructors of high caliber, significant adjustments would necessitate thorough endeavors to believe the subject is important on a global scale. [1] Being a teacher requires a high level of professionalism as well as specialized expertise, skills, and conduct. A teacher's personality in the classroom and in society may be shown via their performance, conduct, and competency. Various suggestions and recommendations for essential change in teacher education have been made in recent decades by a variety of committees and policy documents, but the bulk of these ideas have not yet been put into practice. Professional ability is essential to the profession of teaching and comprises educating teachers on classroom procedures, acquiring expertise in the field, and assisting in promoting the growth of children's personalities. Social interaction, academic self-determination, and organizational leadership are all qualities of a good teacher. A teacher's success in terms of the development of the child, in general, is influenced by their professional competence. The traits and skills of the teacher, who is the foundation of the schooling arch, are rigidly correlated with the achievement of the educational process.

Both qualitative as well as quantitative characteristics of the growth of teacher education were seen. The outstanding work of teachers in general and teacher educators, in particular, in particular, is emphasized in all of the preceding commissions' and reports' findings. Today's professors play a more active role in pupils' hunger for knowledge than they once did as merely information carriers. For instructors to explain breakthroughs in regard to strategy and pedagogy for qualitatively improving the educational experience so that it can respond to the diverse needs of the student population, the state's current teacher training institutes still have a lot of work to be done. How to emphasize the main points of the foundation for national educational policy while emphasizing specific parts related to teacher education. Utilizing the policy's ramifications many recommendations are made in light of an overview of the national school policy request, learning the

significance of the idea with historical context. The approach is based on secondary investigation and evaluation of policy documents and practices along with other available research and data analysis associated with teacher preparation.

III. CONCLUSION

The Indian government realized that an adequate amount of professional educators were needed if it was to be possible to raise the percentage of adults who can read and make education available to all citizens. Consequently, the state, as well as the federal governments, built a variety of governmental organizations post Freedom that offered teacher education. This has also contributed to the marketing of teacher education and several misconducts. Not to bring up the ideas, abilities, and attitudes required for the sort of classroom anticipated in forward-looking policy texts, these are, for the greatest part, underrepresented in teacher training programs. Plenty of calls for immediate improvement of teacher education have been put forward by multiple panels and policy briefs in the past few years, but the bulk of these suggestions have not yet been carried out. The caliber of professionals, in particular, is emphasized by all of the aforementioned commissions and publications. Teachers today play an active role in helping learners fulfill their need for knowledge rather than just transmitting facts. In order for teachers to express creativity in regards to looking at the methodology for subjective enhancement in schooling and for this teacher curriculum to continue to be improved and current in accordance with today's requirements, there is a great deal to be done in current teacher training programs. When a country guarantees the admittance of brilliant people within the teaching profession, attempts are increased.

The National Curriculum Framework of 2005, NCF for Teacher Education, and the Right to Education Act of 2009, among other national policy regulations, placed a strong emphasis on reforming India's primary and secondary educational systems. As neither educational system can advance without instructors of high caliber, significant adjustments would necessitate thorough efforts. believe the subject is important on a global scale. Several proposals and calls for essential change in teacher education have been made in the past few years by a variety of organizations and policy statements, but the bulk of these ideas have not yet been put into practice. Being a teacher requires a high level of professionalism as well as specialized expertise, skills, and conduct. A teacher's personality in the classroom and in the community may be shown via their work, conduct, and competency. Professional expertise is essential to the job of a teacher and comprises educating teachers on classroom procedures, acquiring subject matter expertise, and assisting in fostering the growth of children's personalities. interpersonal relationships, academic autonomy, and organizational management are all qualities of a good teacher. A teacher's success in terms of the overall growth of children is influenced by their level of expertise. All we need to understand is that development could be followed in a self-driven and adaptative manner, although, the govt. has provided a platform to act on and achieve the target as given in, which all institutes, states, and central-level organizations are following at each level. The other main and most important fact is that the sudden change inculcating in education is the timings of the latest policy, which emphasizes ICT as well as the solution to the global crisis was at the same time which leads to the high importance and place of ICT in education focuses on carrying both simultaneously in the Indian education context. This has already been discussed

how Teacher Training Programs have changed their place in serving the participants in the past few years, trying to achieve the set goals as well as understanding the global notion.

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