

# **Indian Government Policies and Planning in Implementing In-Service Teacher Training Programs**

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# **Indian Government Policies and Planning in Implementing In-Service Teacher Training Programs**

## **Abstract**

Programs for training teachers must grow and change. The training of teachers is one of the most important strategies for enhancing society and the country in India. In recent years, there has been a substantial shift in the regulations and curricula for pre-service and in-service teacher education, which interact with both the existing and possible future educators in society. To attain quality, programs, and policies have been developed. Today's teacher education programs need to be examined, updated, reevaluated, and refocused due to social changes and an increasing emphasis on education as a fundamental human right. Modifications have been made in an effort to enhance the teacher-training procedure. Everyone who professes faith talks about the need for good education, but this is impossible without instructors who have completed the necessary preparation. As a response, the Indian government occasionally established a number of committees and commissions to address different teacher education-related concerns as well as to address the growing issue of the program's accessibility, quality, and implementation. 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, Samagra Shiksha, NEP 2020, and others are a few of the policy papers and documents that have been taken into account in India during the process of looking for reform and reorganization. The development and expansion of in-service teacher education, as well as its training efforts, are covered in length in this chapter.

## **Introduction**

Everyone claims to have an excellent education, but this is impossible without teachers who have received the necessary training and backing from public policy. The proverb "Teachers are born, but they can be prepared" alludes to the need to understand and change one's viewpoint. The role of teacher education in the Indian educational system is quickly accelerating in response to the needs of the time. The development and improvement of teacher preparation programs is necessary. In India, training teachers have long been seen as one of the most important strategies for enhancing society and the country. The Indian government regularly established a number of commissions and committees to look at matters relating to teacher education. Improvements in education are long overdue, as evidenced by countless policy papers and the proposals of various educational commissions and committees. "The existing teacher education programs need to be evaluated, modified, reviewed, and refocused due to societal changes and the increased emphasis on education as a fundamental human right. It is common knowledge that instructors play a crucial role in creating a welcoming learning environment. Teachers who are highly motivated, educated, and competent are necessary to deliver a relevant, equal education. [1]. A number of boards, a commission, publications, and policy statements have been created and put into effect over the years to evaluate the condition of teacher education and offer suggestions for improvement. The reorganization of teacher preparation in many settings has led to an increase in legislative conflicts in the area, which are defined by a lack of agreement on what qualifies as adequate teacher preparation (Whitty and Furlong 2017). To

encourage the planned and regulated expansion of teacher training, regulations are being developed and put into effect for educational institutions seeking accreditation for teacher preparation courses.

### **Criteria of a Teacher**

“A teacher is a person who creates educational materials, assesses students' involvement in educational activities, maintains order, and provides considerable administration to educational endeavors. As a second parent who is concerned about our future and the only one who can help us make choices that are best for us. According to the "National Education Policy 2020," teachers are also seen as essential catalysts for enacting changes in addition to being the "element" that must bring about change the most to improve the educational system.” [3]

### **What Teacher Education Means**

“The teacher preparation course was known as teacher training from 1906 to 1956. It gave teachers technical or mechanical instruction. It had more limited objectives and was mainly focused on skill development). A teacher education curriculum that emphasizes improving a teacher's skills and competency will provide them with the resources they need to handle the demands of their profession and deal with internal problems. 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)”.

### **In-Service Teacher Training or Continuous Professional Development Programs**

In addition to being a subject matter specialist and an extraordinarily gifted "technician," a good educator is a "transformative academic" who is always attempting to comprehend the nature of education and works to bring about liberating reforms. According to Prabhu (2012), a variety of initiatives may begin to spark the expansion of teachers' professional development. There are many different ways to do this, including signing up for quick courses to brush up on knowledge or skills, longer study programs like certificate and post-graduate degrees in education, professional development activities held within the teacher's own organization, seminars, mentorship, and peer review. Beginning in the early stages of teacher education, professional development for teachers takes place continuously up until retirement. These stages include recruiting, introducing, teaching, and teaching (during which teachers who have completed the first phase of teaching get continuous professional development). Pre-Service is the name for the initial period of preparation. A continuum is frequently used to represent this process. The continuing of a teacher's professional development "above the initial education, credentials, and initiation" is how Wallace (2015) defines Continuous Professional Growth (CPG). According to W.H. Kilpatrick, individuals receive education as opposed to performing artists and animals, who both receive instruction. Teaching practices that work, in-depth pedagogical theory, and professional skills are all components of teacher education. Teaching knowledge and instructional strategies are combined with professional skills throughout teacher training.” [2]

What studies have shed light on is crucial to comprehend the Pre- and Post-independence conditions as well as developments in Teacher Education inside the Indian educational system. The efficacy of every training program mostly depends on the instructors, their skills, and their expertise. The analysis of policy perspectives in teacher education has led to several significant conclusions about the Government's post-independence strategy. To organize and expand teacher education across the country, several commissions, committees, and new educational institutions were founded. The recommendations made concerning teacher education by various commissions and committees were

occasionally implemented by the government. To reduce the prevalence of illiteracy and ensure that all children have access to education, the Indian government saw the need for a large number of educated teachers. A number of public organizations—state and federal—were established to offer teacher training. The commercialization of teacher training and other mistakes in judgment has also been facilitated by globalization. Not to mention that teacher preparation programs typically fall short in addressing the vision, skills, and attitudes necessary for the kind of classroom that forward-looking authors envision. In recent decades, several committees and policy papers have made a number of recommendations for urgent improvements to teacher preparation, but the majority of those recommendations have not yet been implemented. All of the commissions and studies listed above place a strong emphasis on the quality of teachers in general and educators for teachers in particular. Teachers today play a more active role than just relaying information in assisting students' quest for knowledge. Today's teacher training institutes still have a lot of work to do in order to lay out the originality in conduct and pedagogy for qualitatively upgrading education so that they may fulfil the diverse demands of the student population. In order to better match contemporary requirements, this teacher education program also has to be upgraded and altered. varied nations have varied approaches to producing top instructors. When a nation ensures that smart individuals may enter the teaching profession, efforts are boosted. [3] "Having high-quality teachers is the key to achieving continuous global growth, thus increasing their status, attracting and retaining them, and their working circumstances are currently among the world's top priorities. Actually, teachers play a hugely important and powerful advocacy role for high standards, funding, and accessibility to education. Worldwide, there is a shortage of competent instructors. [2] "Reforming India's elementary and secondary educational systems was a priority for the National Curriculum Framework from 2005, the NCF for Teacher Education from 2009, and the Right to Education Act from 2009. vital changes would require careful efforts to feel the topic is vital on a worldwide basis since no school system can grow without teachers of high Caliber.[1] A high degree of professionalism, as well as specialized knowledge, abilities, and behaviors, are necessary for teaching. The performance, behavior, and ability of a teacher in the classroom and in society may reveal a lot about their personality. In recent decades, several committees and policy documents have made recommendations and suggestions for important changes in teacher education, but the majority of these ideas have not yet been implemented. Professional ability, which includes training instructors on classroom procedures, developing subject-matter competence, and aiding in the promotion of children's personality development, is crucial to the profession of teaching.

An excellent teacher possesses the abilities of social connection, intellectual self-determination, and organizational leadership. Professional competency has an impact on how well a teacher does overall in terms of the child's development. The success of the educational process is rigorously associated with the characteristics and abilities of the teacher, who is the cornerstone of the educational arch. There were both qualitative and quantitative signs of the expansion of teacher education. The conclusions of all the prior commissions and reports place a strong emphasis on the excellent work of teachers in general and teacher educators in particular. Professors now are more involved in their students' need for knowledge than they were in the past when they were just information bearers. The state's present teacher training institutions still have a lot of work to do before instructors can adequately explain advancements in strategy and pedagogy for qualitatively improving the educational experience so that it can cater to the different demands of the student population. How to highlight key components of the framework for national educational policy while highlighting particular elements linked to teacher preparation. In light of an analysis of the national school policy request and studying the relevance of the concept with historical background, several recommendations are made using the policy's implications. The method is based on secondary

research and assessment of policy papers and practices, other readily accessible information, and data analysis related to teacher preparation.

### **Educating Teachers in a Free India**

Prior to independence, teacher education in India was less centralized. The first organization created in the newly independent India (1948–1949) was the University Education body, which was led by Dr. S. Radha Krishnan. The goals included advancing teacher education, holding conferences, meetings, and other gatherings, assessing the then-current curriculum of the teacher training program critically, and arguing for the courses' localization. The panel suggested employing appropriate institutions for the practical training of teachers and altering the curricula to allow for more time to be allocated to classroom practice in this respect. "The First Conference of Training Institutions in India was organized in 1950 in Baroda to discuss the programs and responsibilities of training institutions, and it gave the phrase "teacher education" a completely new designation in place of "Teacher Training."

"Under the direction of Dr. AL Mudaliar, the Secondary Education Commission (1952–1953) suggested that beginning teachers get instruction in at least two disciplines during their first year of work. The creation of curricula and the application of contemporary teaching techniques should be tested in displays or laboratory courses that educational institutions should plan and conduct. The hands-on experience should cover topics like the design and administration of academic tests, the management of directed study groups and student organizations, running library sessions, and maintaining cumulative records in addition to practicing classroom instruction, observations, examples, and lesson critique."

"The Kothari Commission's Education Commission, which was active from 1966 to 1966, had a strong passion for teacher development. Online learning options and temporary classrooms were recommended as viable alternatives. A strong plan of professional development for teachers was found to be necessary for quality growth in education at all stages of teacher education in order to satisfy the demands of the country's educational system. According to the National Policy Statement on Education (1968), the teacher is without a doubt the most crucial factor in defining the level of learning and how it contributes to national development. Thus, society must accord teachers a valued position."

"The National Council for Teacher Education (NCTE), a quasi-statutory organization, was founded by the Indian government in 1973 with the goal of bolstering the teacher training process and enhancing its leadership. The NCTE created a curriculum that envisioned the teacher's role as an advocate both within and outside the classroom. Additionally, it produced stage-by-stage learning objectives for instructors with an emphasis on community involvement. It gave guidelines for its strategy and curriculum and created requirements for excellent teacher development."

"In order to work together with the training universities to implement the desired modifications and improvements in the training of teachers, the teacher training department of the National Council of Educational Research and Training (NCERT) launched a plan for the comprehensive advancement of teacher training under the name severe Teacher Education Programme (ITEP). The National Group on Teachers was founded in 1983 under the direction of Prof. D.P. Chattopadhyaya. A number of insightful recommendations were made by the panel regarding the training of teachers, including a four-year plan that would start after senior high school and result in degrees."

“The 1986-adopted National Policy of Education (NPE), The phases of teacher preparation known as pre-service and in-service are ongoing, interrelated activities. This method and its companion Programme of Action presented a compelling argument for enhancing teacher preparation as a necessary step before enhancing student learning. Some training facilities have been reclassified as District Institutes of Education and Training (DIETs), while others have undergone appropriate renaming as Institutes of Advanced Studies in Education (IASES) and Institutes of Teacher Education (CTEs).”“In their analysis of the NPE 1986, the Acharya Ramamurti Committee (1990) noted that a teacher training apprenticeship example ought to have been included. It was proposed that rather than relying solely on academic accomplishments, stringent aptitude, and accomplishment exams be used to choose trainees. A teacher preparation degree should be competency-based and include both theory and application for real-world circumstances rather than being provided remotely.”[3]

“The mandatory NCTE Curriculum Framework (1998), which was established to offer rules for the subject matter and style of teacher education, caused several organizations, universities, and state governments to adjust their teacher education courses. According to the National Curriculum Framework for Teacher Education, which was developed in 2000, in-service teachers must continue their education since their prior education and training may become out-of-date.”

“According to the Sarva Shiksha Abhiyan (SSA) 2001, In-Service Education of Elementary Teachers, a teacher must complete 20 days of training each year, divided into two blocks of 10 days each. The first round of training is conducted in person at block resource centres (BRCs), DIETs, or any other appropriate agency with the necessary resources. Teachers who work in cluster schools will gather for 10 one-day sessions at cluster resource centres (CRCs) once a month to exchange knowledge and strategies.”

“A number of significant elements of the new approach to teacher education are included in the National Curriculum Framework of Teacher Education, which NCTE developed in 2009 against the backdrop of the NCF 2005. These include Reflective practice as the primary goal of teacher education, and an evolution in the nature of teacher training in the entire country by suggesting changes to the material, teaching-learning, and professional rigor of the programs of study including the entire NCF.”

“The government's desire for a secondary education system that can support India's growth and development was made clear in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) plan, which was unveiled in 2009. Under the RMSA, attention was given to in-service training courses for educators in the subjects of science, math, spoken languages, and computing. The National Curriculum Framework for Teacher Education (NCFTE) 2010 underlined that a prospective teacher's education and training would be judged effective to the degree that it has been provided by professors who have the credentials and experience required for the role.” [8]

“A well-known scheme of the MHRD to enhance educational results is the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) at the primary level under Samagra Shiksha. The launch took place on August 21, 2019. On the website of NISHTHA: The abrupt termination of the COVID-19 pandemic had an influence on the real-time operation of this program. NISHTHA is being modified for the online distribution and is being supplied through the Internet of Things for Knowledge Sharing (DIKSHA) portals, which are administered by the NCERT, to train the additional 24 million teachers and school administrators. Under the National Initiative for Excellence in Reading with Understanding and Numeracy (NIPUN Bharat), NISHTHA 3.0 is the primary level for reading and numeracy, whereas NISHTHA 2.0 is the subsidiary standard. Each of

these online training courses must have an assessment score of at least 70% in order to be accredited. On the DTH SWAYAM Prabha TV platform, these courses include written materials, videos, and live workshops led by domestic-level instructors. Through the use of interactive voice response (IVRS) technology, teachers and students may communicate. The Key Resource Persons (KRPs) in this situation also serve as instructors' mentors. As of right now, teachers and administrators who successfully completed the distance learning program at the elementary level (NISHTHA 1.0) have been awarded 19,520,337 credentials.pg23-24"[2]

In order to transition from rote learning to competency-based education, teachers must be provided with the resources they need to design stress-free school-based assessments that are focused on the development of competencies and new projects. Teachers must be able to research, evaluate, and improve their own methods. Encourage the use of multiple languages and their significance in the educational and learning process. Introduce them to the use of competency-based learning, hands-on learning, learning integrated with craftsmanship, learning integrated with sports, learning based on toys, and ICT in instruction, learning, and evaluation for improving how students learn to help teachers build life skills like communication, cooperation, teamwork, and resilience as a career dedicated to lifelong learning. At the same time, help them become aware of distinctions like sex, religion, caste, socioeconomic standing, and the environment in which they live. Giving advice to teachers on how to implement cutting-edge, kid-centric instructional strategies that let students build knowledge based on their own discoveries, encounters, assessments, and analyses; encouraging and involving teachers and head teachers in autonomous instructional practices; and enlightening teachers on educational and social issues of both local and global concern and enticing them to take appropriate action. "They must also keep up with changes in their academic field or other areas of instruction, such as the development of curricula, the production of textbooks, other community involvement projects, and the production of digital materials and other digital resources, as well as twenty-first-century teaching skills and competencies also available to educators are well-planned web-based, remote, and accessible learning sessions. The appropriate authorities will carefully develop and construct the mixed mode and cafeteria style of CPD in order to meet the needs of teachers, school administrators, and teacher educators. CPD is connected to both the teachers' CMP and the NPST. Every teacher, school administrator, and teacher educator must complete 50 hours of CPD annually, and the right organizations or approved establishments are expected to provide high-quality CPD".[2]

"In the contemporary era, where the world is moving towards global citizenship, cutting-edge technological advancement not only connects people worldwide but also aids in information sharing, skill improvement, and practical experience, thus enhancing the skills required to support the practice of developing an environmentally sound and humane world. We must work harder to achieve the objectives of global citizenship education, and balance education, and education for fair growth". "Continuous professional development (CPD), which allows teachers the ability to keep up with changing student requirements, is one such well-known technique in the domain of teacher training that is endorsed by the NEP 2020. Numerous organizations and agencies, including NCERT, NIEPA, IGNOU, NIOS, UGC, NCTE, DIETs, SCERTs, IASEs, State University Departments of Education, etc., will establish a network for cooperation, coordination, and sharing of duties for designing curricula, developing materials (both online and offline), planning for training, putting training into practice, putting online courses into practice, evaluations, and registering for CPD at their level of expertise. [2] The major goal of this article's continuation, which is to examine the growth of educational policies, is to make recommendations and proposals for enhancing In-Service Training Programmes in order to upgrade them and so indirectly push learners".

## Conclusion

“It has been considered that many nations approach the development of exceptional teachers in a variety of ways. Hiring, retention, position, and work situations are presently among the most important issues on the international agenda since qualified educators are necessary for sustained global development in their career progression. In actuality, teachers play a particularly important and powerful advocacy role for educational quality, equity, and accessibility. The Indian Ministry of Education occasionally implemented recommendations made about teacher preparation by different committees and agencies. Teachers today take a more active part in their student’s search for knowledge than they did in the past. The nation’s educational institutions still have a lot of work to do before teachers can showcase innovations in the realms of strategy and technique for qualitatively upgrading education in order to suit the different demands of students.”

“In line with this, the most recent National Educational Policy, NEP 2020, makes several references to In-Service Teacher Training Programmes (INSET), also known as Continuous Development Programmes (CPD), which fall under the general heading of Teacher Education. Worldwide, there is a shortage of competent instructors. Government policies are advancing in this area, according to NEP 2020, and teachers today are required to admit or recognize weaknesses and work on them for both professional and personal betterment. With the expectation that they will finish at least 50 hours of training each year for their own professional growth, they will be given the chance to learn new and advanced abilities in their professions as well as how to improve themselves. The newest methodologies in the fields of fundamental knowledge and skills, developmental and adapted evaluation of learning outcomes, and learning based on competencies, along with related pedagogies like hands-on training, arts-integrated, sports-integrated, and storytelling-based approaches, among others, will be effectively covered by Training Programmes. After NEP 2020, the majority of INSETs have adopted an online mode to complete the said target and provide continuous training. Education has adapted and accepted the solution in the long term that with the learning, teaching can also be provided by online mode, like every profession in recent years during the global crisis. The government created a number of commissions and committees as well as new training institutes in order to coordinate and expand teacher education across the country. The efficacy of every academic program mostly depends on the professors, their skills, and their expertise. After liberty, research on strategic perspectives in teacher preparation has led to numerous significant discoveries on governmental activities. In order to increase the proportion of adults who can read and provide education for all people, the Indian government realized that an appropriate number of professional educators was required.”

“As a result, after Freedom, both the state and the federal governments developed a range of governmental organizations that provided teacher education. This has also influenced various misconducts and the promotion of teacher education. These are, for the most part, underrepresented in teacher training programs, not to mention the concepts, skills, and attitudes necessary for the kind of classroom envisioned in forward-looking policy documents. In the past several years, numerous committees and policy papers have made numerous requests for rapid improvements to teacher education, but the majority of these recommendations have not yet been implemented. All of the aforementioned commissions and publications emphasize the Caliber of experts in particular. In contrast to the past, teachers now actively assist students in acquiring the knowledge they need.” “There is a lot to be done in the current teacher training programs to allow teachers to express their creativity in regards to looking at the methodology for subjective enhancement in education and for this teacher curriculum to continue to be improved and current in accordance with today’s requirements. Attempts are boosted when a nation assures the admission of intelligent persons into

the teaching profession. Reforming India's primary and secondary educational institutions was a top priority according to a number of national policy rules, including the Right to Education Act of 2009, the National Curriculum Framework of 2005, and the NCF for Teacher Education."Since neither educational system can grow without instructors of the highest caliber, substantial changes would need diligent work. feel that the topic has global significance. In the last several years, a number of recommendations and requests for significant change in teacher education have been made by a range of organizations and policy declarations, however, the majority of these ideas have not yet been implemented. A high degree of professionalism, as well as specialized knowledge, abilities, and behavior, are necessary for teaching. The work, behavior, and ability of a teacher can reveal aspects of their personality both in the classroom and in the community. Professional competence, which includes training instructors on classroom procedures, developing subject matter expertise, and aiding in the development of children's personalities, is crucial to the role of a teacher. "A successful teacher should be able to handle organizational tasks, foster interpersonal connections, and exercise academic autonomy. The success of a teacher in terms of the general development of students depends on their degree of skill. The only thing we need to realize is that development may be pursued in a self-driven and flexible manner, even though the government has offered a platform to act on and reach the stated aim, which all institutes, states, and central-level organizations are pursuing at each level."“The second most significant fact is that education has undergone a sudden change due to the timing of the most recent policy, which emphasizes ICT and the solution to the global financial crisis at the same time, which gives ICT a high priority and place in education and focuses on implementing both simultaneously in the Indian educational context. It has previously been described how teacher training programs have altered how they assist participants in recent years, working to meet objectives and comprehend worldwide concepts.”

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