



A Comparative Study of Teacher Preparation Models in India

Rajeev Kumar¹ Dr. Ashish Pathak²

¹Assistant Professor, Dewan Institute of Management Studies, Meerut

²Assistant Professor, SMP PG Girls College Meerut

¹Email: veer198525@gmail.com, ²Email: aashishpathakk@gmail.com

Abstract:

The Indian government has pursued diverse approaches to teacher preparation since independence. Its four principal models—two that were government-driven and two that were private or non-governmental—were selected for comparison based on thorough historical research. Between them, the first included the frameworks of the All India Council for Teacher Education (AICTE) and the National Council for Teacher Education (NCTE). The second comprised the programmes of private institutions, those of non-governmental organisations (NGOs), and training under public-private partnerships (PPPs). The MHRD's continuing emphasis on government-driven modalities for pre-service preparation outlined in the National Framework for Teacher Education, the NCTE's integrated Minimum Standards and Accreditation Framework, and the State Curriculum Frameworks and Common Minimum Programme of the Centre for Education and Development in the second model remain prominent features within the collection (Singh Rajput, 2013). Under its models for in-service professional development, the Department of School Education and Literacy (DSEL) has sponsored the DIET Improvement Project and technology-enhanced and blended approaches (Kidwai et al., 2013).

Keywords: Teacher education, pedagogy, Teacher Education, etc

1. Introduction

The elevated attention to quality teaching and a well-prepared teaching force has increased interest in teacher training in India. The framework set by the National Policy



of 1986 (revised in 1992) identified major goals regarding teacher education, namely: (i) academic and professional qualifications of teachers, (ii) reducing dropout rate in teachers' education courses, (iii) content and process of teacher education, and (iv) adequate opportunities for teachers to upgrade their qualification and knowledge of educational technology (Kidwai et al., 2013). Various arrangements for preparing teachers for work in the basic education system have been developed. In the last decade, teacher education has undergone major policy shifts. Two government models of teacher education have emerged across India. There are various private and non-governmental models. A third stream characterised by alternative, innovative, and parallel teacher education models or initiatives has also developed. These alternative teacher education initiatives are receiving increased attention because they are relatively new, offer a different perspective on the problem of preparing teachers, and promise to help bridge the yawning gap between policy proclamations and ground realities in the school system.

2. Historical Overview of Teacher Education in India

The role of teacher education became significant in India following the massive expansion of the number of educational institutions after independence. The constitution of India emphasized the Central Government's responsibility of ensuring the availability of trained teachers in the country. National Policy of Education (1986) proposed that the Government should take a critical view of the practices of Institutions regarding teacher education, and a National Commission on Teachers was constituted to review the situation of teacher education in the country. In its report (1986), it expressed its concern over the low status of teacher education institutions as compared to technical colleges and engineering institutions. It further recommended a National Policy on Teacher Education to formulate a comprehensive policy on teacher education and Institutions conducting teacher education programs should be relieved from the University Grants Commission funding system and be brought under the Ministry of Human Resource Development. The system of teacher education was comparatively less developed than other areas of education. It was time to conduct a re-assessment of teacher training. Teacher education was not treated as a priority in the country. The programme is considered less specialized and insufficient before a teacher is in post (Sangrungruang, 1961).

3. Government-Driven Teacher Preparation Models

Teacher preparation in India has undergone sustained reform since Independence, driven primarily by a political commitment to a national trichotomy based on cultural diversity, aimed at fulfilling constitutional objectives and facilitating a new social order (Singh



Rajput, 2013). Priority must be given to building a cadre of competent, motivated, and committed teachers, responsive to the needs of students and society at large. There is an urgent need to enhance the professional status of teachers, create attractive conditions for the most able candidates to enter the profession, and establish a system for continuous renewal and evolution that is sensitive to changes in the socio-economic environment. Several initiatives have been implemented to support professional development, including training activities that utilize video and teleconferencing technologies to reach large numbers of teachers in remote locations.

The rapid expansion of the government schooling system has led to massive recruitment at the primary level, with an increasing number of states switching to a contract teacher model. This has resulted in a larger proportion of women, younger teachers, teachers from lower caste groups, and local recruits entering the workforce. The educational qualifications of contract teachers are comparable to those of permanent teachers, but the former possess significantly more training experience. In-service training programs are actively being undertaken in many states to raise the qualifications and training levels of such teachers (Kidwai et al., 2013).

3.1. All India Council for Teacher Education Frameworks

The dominant model of teacher preparation for more than a decade in India defines a pre-service teacher education program of one year following the completion of a three year bachelor's and mandates that, for teacher recruitment, candidates are required to obtain at least fifty percent marks in the 100 mark Teacher Eligibility Test conducted by the appropriately constituted examination authority (Kidwai et al., 2013). Figure I Two prior models, thus far in mother-infant emergence phases but essential to make the comparative study comprehensive, are an integrated 4-year Teacher Education Program and an IGNOU Program (open and distance learning using print media only), operational through two decades. Another significant and still operational model is the in-service Teacher Education Program of about 20 weeks duration for recruited teachers, in four earnest variants introduced one after the other (Singh Rajput, 2013). Overall, teacher education programs in India remain largely uninfluenced by the global trend of transformation from pre-service to in-service arrangements. India's models, despite operating differently from each other to an extent, cluster still around the common pivot of either pre-service or in-service. Globally acclaimed Teacher Preparation Models, wider in range and having profound significance for landmark shifts in teacher preparation in India.

3.2. National Council for Teacher Education Standards and Practices



It is widely acknowledged that teacher quality is the most significant school-related factor influencing student learning outcomes. Research has demonstrated that, after improving other factors such as school leadership and learning environments, investing in well-practiced and appropriately prepared teachers shows clear progress in student learning and education quality (Singh Rajput, 2013). Numerous studies stress the need to develop a national teacher preparation policy aimed at ensuring the quality and relevance of teacher preparatory practices (Kidwai et al., 2013). The need for national norms and standards arises from the diversity of teacher preparation programs across states and localities. Such norms and standards should encompass a range of output, process, and input parameters and components. Specific quality parameters have been defined, and a teacher competency framework describing the professional competencies expected of teachers has been proposed. The National Policy on Education (NPE) of 1986, which remains in effect today, envisions a dual teacher training system, with pre-service and in-service training as integrated sub-systems.

Once formed on 27 August 1995, the National Council of Teacher Education (NCTE) was conferred with the responsibility of promoting planned and coordinated development of teacher education, setting norms and standards for teacher education programs, laying down guidelines and procedures for the recognition of institutions offering such programs, and monitoring the implementation of the government's policy on teacher education. The National Policy on Education (NPE) of 1986 is very unequivocal that the focus of teacher education shall be on in-service and refresher courses, and not on teacher training at the pre-service stage. The purpose of teacher education is not to undertake any formal teacher training, but to prepare a teacher for further studies.

3.3. State Government Initiatives and Variations

Since independence, several commission reports on educational development and renewal have been commissioned at central and state levels in the country. Most have expressed concern somewhere about teacher education and recommended measures for strengthening pre-service as well as in-service training, at several levels of education (Singh Rajput, 2013). In spite of the concern expressed and the recommendations provided, of late a sense has been growing that teacher education in the country is continuing to remain weak and inadequate in significant respects. While the Teacher Education Curriculum Frameworks (TECF) produced by the All India Council for Teacher Education in 2009 provided significant guidance to the requirements of teacher preparation at different stages leading to various types of teacher education degrees, the dominant practices still remain traditional and outdated, limited in their effectiveness in



providing teacher educators and prospective teachers the required competencies, skills, knowledge, and attitudes expected by government and educational leaders. As stated in the Left Wing Extremism (LWE) document circulated by the Ministry of Home Affairs (2009), a qualitative shift in the strategy and approach to educational development for addressing the needs of deprived, disadvantaged, under-equipped, and weak segments of society in the country is required. Similar problems prevail in teacher education systems nationwide as well (Kidwai et al., 2013).

4. Private and Non-Governmental Models

The study of the private teacher education sector highlights three important aspects. First, despite almost 50% of institutions being privately managed, the teacher training model continues to be influenced by the government. Second, the lack of a clear definition of 'teacher education as a profession' and the absence of an independent regulatory body have resulted in the emergence of diverse teacher preparation models, while yet following the guidelines and standards prescribed by the National Council for Teacher Education. Third, despite the existence of several non-governmental organisation-initiated teacher preparation programmes that cater to underprivileged or tribal sections of society, the level of public recognition of such initiatives remains low. Teacher preparations programmes across states belonging to these three categories – private institutions, programmes initiated by non-governmental organisations and programmes under public-private partnerships – have been coded and analysed. For each state, the categories and subcategories falling under private initiative have been described, along with the details of the public-private partnership teacher preparation programmes and the three non-governmental organisation-led teacher preparation programmes provided across states (Kidwai et al., 2013).

4.1. Private Teacher Education Institutions

Numerous private teacher education institutions have emerged at the state and national levels to nurture would-be teachers. The All India Council for Teacher Education (AICTE) grants recognition to private institutions within the realm of technical education, while the National Council for Teacher Education (NCTE) performs a similar function for teacher education (Kidwai et al., 2013). Private institutions offer courses leading to the two-year Diploma in Elementary Education (D.El.Ed.), the one-year Bachelor of Education (B.Ed.), and the two-year Master of Education (M.Ed.) degrees, as well as several short-term and long-term training courses (Singh Rajput, 2013).

A specific focus on the elementary and secondary stages has arisen within teacher education, leading to the establishment of dedicated teacher education programs under



private management at the D.El.Ed. and B.Ed. levels. Unoften, these options are not aligned with the curricular frameworks developed by NCTE.

4.2. Non-Governmental Organization-led Programs

Teacher training initiatives of non-governmental organizations (NGOs) received encouragement and support after 1990 due to the realization that education for all could be achieved only with quality teachers. Important programs were initiated by several influential organizations—most notably Pratham, the Teacher Foundation, the Global Education and Leadership Foundation, and the Centre for Teacher Accreditation. Program preparation and structures vary considerably.

Pratham designs programs after engaging with stakeholders to identify organizational requirements and participant profiles. Three standardized major training programs cater to early grade, middle grade, and secondary school teachers through an eight-step training cycle, with each step lasting four to six hours over several days or sessions. The Teacher Foundation operates a structured monthly program for first-year pre-service students offered in various formats. The Global Education and Leadership Foundation develops four- to ten-day module- and competency-based trainings. The Centre for Teacher Accreditation provides two-day competency-based workshops from a broad menu founded on feedback surveys collected annually over the past eight years (Kidwai et al., 2013).

4.3. Teacher Preparation under Public-Private Partnerships

Private-sector involvement in teacher preparation in India has been primarily through public-private partnerships (PPPs), with private firms and non-governmental organisations (NGOs) partnering with the government to fulfil objectives specified in government contracts (Kumar, 2019). The PPP model can consolidate teacher training under a single, large, well-governed administrator responsible for satisfactory, objectively measurable outcomes, thus increasing-state-level capacity and offering large-scale, effective, and sustainable support (Saba, 2018). Teacher education NGOs involved in this framework include the Azim Premji Foundation, Educational Initiatives, Teach for India, the Teach for All network, and others supported by the Government of India.

5. Alternative and Innovative Models

In India, the preparation of school teachers has evolved through various stages, often remaining traditional. Teacher training institutions, before independence, were combined with arts and science colleges. The Education Commission of 1964–66 recommended separating teacher education from other disciplines, leading to the establishment of the All India Council of Teacher Education (AICTE) and the National Council of Teacher



Education (NCTE) as regulatory bodies. These councils introduced courses such as the Bachelor of Education (B.Ed.) and Diploma-in-Elementary-Education (D.El.Ed.). Private teacher education institutions proliferated, adopting the council frame but not necessarily improving quality. With the emergence of teaching as a business, there has been an increase in “diploma mill” type institutions. An overview of diverse models adopted for the preparation of teachers in the diverse educational system of state-supported institutions under the national and state councils and private and non-government initiatives is of paramount importance to the teaching profession in India. The variety in teacher education institutions and programmes being offered and their status cries for an urgent attention to provide high-quality teachers at a time when there is a lot of concern for teacher quality in general, particularly when teaching is to become a high-demand profession with a large number of new candidates intending to take up teaching as profession (Sergi McBrayer, 2013).

5.1. In-Service Professional Development Programs

Continuing professional development is vital for teachers to sustain their motivation and keep their practices up to date. Professional development is such an integral part of teachers' professional life that it is talked about as a part of 'the teacher education continuum' (Kidwai et al., 2013). Nevertheless, teachers' participation in continuous professional development is generally not enough (Saleem, 2016). Hence, efforts are being made to assure that continuous professional development of teachers is on an even higher level. Programs implemented as part of in-service teacher training are being designed to develop constructivist approaches to teaching and learning (Azhar & Munir Kayani, 2016). In such programs, the less experienced take on the role of teacher-educators and guide their more experienced colleagues towards more efficient teaching. Apart from initial teacher education offered by institutions of higher education, other organizations also provide in-service programs for teachers. This situation is reflected in the big variety of programs available to teachers: they deal with subject-related matters, inclusive pedagogy, classroom management, etc. Training and development needs of teachers are very difficult to assess, due to the limited low time available for professional development and updating practices used in class. A first assessment of the needs present has resulted in three key areas identified as being priority: student-centred pedagogy, content knowledge, and the curriculum. Besides the above activities, an on-going distance education program for graduate teachers is being offered through a National Institute of Open Schooling.

5.2. Pre-Service Reforms and Curriculum Changes



Preparation in the Indian context is predominantly viewed as a pre-service activity, yet in-service teacher education has important roles to play in both the private and public sectors. Various delivery models exist to help implement in-service teacher education (Barbara. Thatcher, 1995). Short, centrally coordinated, in-service programmes help to fill gaps in teacher qualifications and content knowledge as the education system expands and increasingly develops substance and vision. Innovative delivery approaches are needed to sustain growth. Equally important is the curriculum of study, which tends to reflect institutional orientation toward teacher training (Singh Rajput, 2013). Domain orientation also determines policy and strategy formulation, implementation, analysis, and the provision of necessary academic support. Programmes lacking other features, such as pedagogical studies or subject-committed educational sciences, still qualify for supply-side assistance. Where national strategies are in place for government-sponsored in-service teacher education, the field remains unmonitored at the indigenized level of private and non-government agency interventions.

5.3. Technology-Enhanced and Blended Models

Blended learning is a mixture of face-to-face instruction and online learning, tailored to context and involving email, forums, and social networks (Zaheer Asghar et al., 2022). Blended learning strategies for in-service vocational teacher training offer flexibility and control. Two models emerged in Punjab: the A La Carte Model, supplementing offline instruction, and the Enriched Virtual Model, where internet delivery predominates.

6. Comparative Analysis: Strengths, Gaps, and Outcomes

Teacher education is one of the spheres in India that is going through rapid transformation. Various stakeholders, including the central and state governments, academic institutions, and non-governmental organizations (NGOs), are undertaking teacher preparation initiatives intended as an alternative to existing modes of training. All India Council for Teacher Education (AICTE), the National Council for Teacher Education (NCTE), several state governments, private education providers, and corporate bodies have developed their own teacher-training courses. Teacher preparation models falling within a particular category display some strengths, gaps, and challenges. A systematized analysis helps to comprehend the current status, identify what has been achieved, recognize problem areas, and draw implications for national policy and future reform initiatives in teacher training. Such an analysis is undertaken for government-driven models, private and NGOs' models, and alternative and innovative models (Kidwai et al., 2013).

7. Policy Implications and Reform Pathways



Special attention should be given to the long-term vision of teacher preparation to address inequity in the system and ongoing disparities between government and private pathways. Currently, the two pathways operate quite distinctly, leading to different strategies and changes over time, which is part of the comparative effort and exploration of government and private models (Singh Rajput, 2013). A public-private framework that characterizes current government institutions would better reflect the realities of the system and hence promote deeper reflection about the dynamics of the two pathways. A wider perspective could engage with blended arrangements and hence bring in non-governmental, state-specific models more meaningfully (Kidwai et al., 2013). A focus on recruitment, working conditions, and incentives, with special regard to ongoing efforts to address historical inequities, would round the analysis and assessments more widely, facilitating better characterisation of the strengths and challenges of the respective pathways.

8. Methodological Considerations in Comparative Evaluation

Teacher professional development should be considered a national priority from social and economic perspectives. The existing teacher profile in India has changed due to expansive recruitment policies, including hiring contract teachers over regular ones. Some states have ceased recruiting permanent teachers, altering the demographic profile with more women, younger age groups, lower caste groups, and local recruits. Although educational qualifications of regular and contract teachers do not differ significantly, contract teachers tend to have less experience with teacher training. Efforts by SSA and DIETs aim to raise teachers' education qualifications through in-service training programs. Approximately 47% of teachers in public primary schools are female, indicating a gender discrepancy in the workforce. Data shows variations between regions, with Medak and Morigaon positioned above and below the national average in teachers' educational qualifications. Teacher education programs can be more effective by focusing on practical, research-based teaching strategies, including differentiated instruction and teaching learners with diverse needs. Programs should provide a direct link between classroom instruction, theory, and practice. Developing teacher competency is crucial for effective teaching, as teachers greatly influence behaviors, values, and student outcomes. Improving novice teachers' skills, knowledge, and teaching practices is essential, and their competencies should be reviewed and redefined to align with educational development. Teachers should be trained not only in strategies but also in applying them effectively to reach all students. Evaluating novice teachers' perceptions of quality



teaching and their preparedness is important for the future success of the educational system.

9. Conclusion

The historical overview of teacher education in India highlighted significant changes and developments within the sector since India's independence. The identification and evaluation of various government-driven teacher preparation models enabled an understanding of the existing policy frameworks concerning teacher education in the nation. Closely evaluating the coverage of three such frameworks—the All India Council for Teacher Education national curriculum framework, the National Council for Teacher Education norms and standards, and the guidelines of select state governments—revealed the opportunities and challenges these frameworks provide. A comparative analysis of evidence from government-driven, private, non-governmental organization-driven, and alternative teacher preparation models exposed their respective strengths, gaps, and outcomes in relation to the provision of quality education in India. Conclusively, the need for additional research using comparative methodologies was acknowledged in order to fully explore, understand, and efficiently reform the various teacher preparation models in practice across the country.

10. References

- Kidwai, H., Burnette, D., Rao, S., Nath, S., Bajaj, M., & Bajpai, N. (2013). In-Service Teacher Training for Public Primary Schools in Rural India: Findings from District Morigaon (Assam) and District Medak (Andhra Pradesh).
- Sangrungruang, S. (1961). A Comparative Study of Secondary Teacher Education in the United States and Thailand.
- Saba, N. (2018). Alternative financing of teacher education in South Africa: Stakeholder affinity.
- Sergi McBrayer, J. (2013). Transferability and Alignment of Program Exemplars in Teacher Preparation.
- Saleem, Z. (2016). Role of In-Service Teacher Training in the Professional Development of Prospective Teachers.
- Azhar, M. & Munir Kayani, M. (2016). Improving Lesson Planning Skills of Novice teachers through Transformative Learning.
- Singh Rajput, J. (2013). La formation des enseignants.
- Barbara. Thatcher, C. (1995). The development of appropriate teacher-training structures to train and accredit teachers and upgrade existing teaching qualifications,



for the foundation phase of education, with special reference to the reception class year, in KwaZulu-Natal..

- Zaheer Asghar, M., Naeem Afzaal, M., Iqbal, J., & Amina Sadia, H. (2022). Analyzing an Appropriate Blend of Face-to-Face, Offline and Online Learning Approaches for the In-Service Vocational Teacher's Training Program. ncbi.nlm.nih.gov
- Amita Raj Gargey, M. & Amit Kashyap, D. (2017). Awareness of ethical problems in the global context.

Cite this Article:

Kumar Rajeev, Pathak Dr. Ashish "A Comparative Study of Teacher Preparation Models in India"

The Research Dialogue, Open Access Peer-reviewed & Refereed Journal, pp.81–91.

<https://doi.org/10.64880/theresearchdialogue.v4i3.10>



This is an Open Access Journal / article distributed under the terms of the Creative Commons Attribution License CC BY-NC-ND 3.0) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. All rights reserved





CERTIFICATE

of Publication

This Certificate is proudly presented to

Rajeev Kumar¹ Dr. Ashish Pathak²

For publication of research paper title

**A Comparative Study of Teacher
Preparation Models in India**

Published in 'The Research Dialogue' Peer-Reviewed / Refereed Research Journal
and E-ISSN: 2583-438X, Volume-04, Issue-03, Month October, Year-2025.

Dr. Lohans Kumar Kalyani
Editor- In-chief



Dr. Neeraj Yadav
Executive-In-Chief- Editor

Note: This E-Certificate is valid with published paper and the paper must be available online at: <https://theresearchdialogue.com/>
DOI: <https://doi.org/10.64880/theresearchdialogue.v4i3.10>