



A Review Study Of Teacher Training Programmes In India:With Reference Nep-2020 ,Integrated Teacher Education Programme

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Abstract – In this study the author reviewed the teacher training programmes of India from Vedic period to modern period. The key features given about NEP2020 regarding teacher training programme. Discussed about four-year Integrated Teacher Training Programme framework given by NCTE. ITEP will be available for all students who choose teaching as a profession after Secondary, by choice. This integrated course will benefit students since they will save one year by finishing the course in four years rather than the customary five years required by the present B. Ed. The ITEP provides hands-on experience through classroom activities, field placements and internships.

Key Words- Teacher Training Programme, ITEP, Stage Specific Specialisation, Multiple Entry and Exit, and Re-entry Options, Nomenclature of Degree

Introduction-

The role of teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a “change agent” and not as a mere transmitter of knowledge and culture. He can work wonders provided he feels like doing so. Are our teacher preparation programmes competent to inculcate among the trainees the qualities, abilities, attitudes, ideals, etc. Expected of a “Good Teacher”? This, to my mind, is a crucial issue. Have we pin pointed the objective of different teacher preparation programmes so that we can at least try to achieve them? The meaning and concept of teaching has changed a lot. Nowadays, it is believed that there is no need for ‘teaching’, what we want is ‘learning’. In the process of learning, the emphasis is on “help” rendered occasionally and at appropriate times. How many of our teachers are competent to do this? Can any teacher preparation programme help in this?

Teaching is one of the most respected professions in the world. In ancient India teacher was well versed in spiritual knowledge. In medieval ages the task of the teacher was to impart knowledge to pupils. But in 21st century teacher has to act as a „interpreter of knowledge“. The role of teacher changed from time to time. In this paper we have discussed about the teacher trainings.

Objectives of the Study: The main objectives of this paper are:

1. To discuss historical background of Teacher Training Programme in India.
2. To explore the various issues related to Teacher training Programme.
3. To review silent features of Teacher Training Programme given in NEP2020.
4. To discuss about key features of Integrated Teacher Education Programme.

Methodology:

This paper is theoretical and descriptive in nature. The source used in this paper are purely secondary source of data, which is appropriate for this study.

Importance of the Study:

Teaching is a highly professional activity which requires specialized knowledge, skills and behaviour. It is a prestigious profession in the whole world. So, now teacher education programme is very much required in order to have efficient and really capable teachers' 2020 given changes in education system and for that we need qualitative and competence teachers. So changes in teacher education programmes also for that purpose this study is important to know historical background of teacher training programme in India.

Meaning and nature of Teacher Training Programme:

According to the International Encyclopaedias of Teaching and Teacher education (1987), “Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process”.

Teacher Education is a process that involves an interdependence of its inputs, processes and outputs. Good's dictionary of Education defines Teacher Education as, “All formal and informal activities and experiences that help to qualify to a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively”.

Needs of Teacher Training Programme:

The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

Historical background of Teacher Training Programme in India-

The history of Teacher education in India is as old as the history of Indian education itself. And the history of Indian education is as old as the history of human civilisation. The history of Teacher education may be divided into two parts:

1. Pre-Independence Period- It is divided into four parts:

- ❖ Ancient and Medieval Period (2500 B.C. to 500 B.C.)
- ❖ Buddhist Period (500 B.C. to 1200 A.D.)
- ❖ Muslim Period (1200 A.D. to 1700 A.D.)
- ❖ British Period (1700 A.D. to 1947 A.D.)

2. Post -Independence Period- (1947 to up to date)

❖ **Ancient and Medieval Period (2500 B.C. to 500 B.C.)**

The Ancient Bhartiya (Indian) Education System was highly structured, deeply integrated with the culture and society, and focused on holistic development. It emphasized not only academic knowledge but also moral and spiritual growth. The Indian ancient education system played a significant role in shaping and sustaining society across various dimensions. Its influence extended beyond mere academic instruction, encompassing moral, spiritual, cultural, and social aspects. Gurukul system of education was in existence. In Vedic India, teacher enjoyed a special position and status. The monitorial system, was the contribution of the ancient education system.

❖ **Buddhist Period (500 B.C. to 1200 A.D.)**

The monasteries were the centres of education during the Buddhist period. Besides monasteries, there was no other organization for imparting education. Only the Buddhist could receive religious and other types of education. Other persons were deprived of this facility. There was no place for Yajna in the Buddhist system. Buddhist period in Indian education roughly starts from 600 B.C and lasts for about 1200 years till 600 A.D. During Vedic period education was mostly individualistic effort whereas during Buddhist period institutional organization is one of the chief characteristics of education. A monk or in other words a 'Bhikku' was placed under the in-charge ship of two superiors qualified and learned. They were called 'Upadhyaya' and 'Acharya'. The Bhikku was taught sacred texts and doctrines by the "Upadhyaya". The 'Acharya' was also known as the 'Karmacharya' as he had the responsibility towards the conduct and discipline. Therefore, during the Buddhist period, the teacher education was strict and direct. Buddhist education was based on the teaching of Gautama Buddha. These teachings were so important that they remained a source of inspiration for individual as well as social development in India. The influence of Buddhist teachings cannot be undermined even during later period.

❖ Muslim Period (1200 A.D. to 1700 A.D.)

Like ancient India in medieval India also there was no formal college for teachers' training. Reputed scholars as well as theologists who earned fame by their scholarly contributions were appointed as teachers in madrasahs and maktabs. Very well known Minaj-i-Siraj was one such reputed scholar that has been cited in texts. It was quite common that 'allama' (scholar) or a 'muballigh' (preacher) either commissioned by the king or his own conscience to deliver a lecture or a sermon. Teachers were benefitted to a large extent by such lectures. Then there were 'mushairas' or poetical symposiums which were frequently held. These were also beneficial for the teachers the period under review covered in this section is the system of education in India from about the 10th century A.D. to the middle of the 18th century, i.e. before the British rule. Teachers took to teaching for love of learning. They were held in high esteem. . S.N. Mukherjee has observed, "Learning was prized for its own sake and as a mark of the highest human development and teaching was never handicapped by examination requirements".

❖ British Period (1700 A.D. to 1947 A.D.)

The British changed the education system according to their needs and philosophy. Advanced Education system was incorporated. European missionaries started many schools for English education. The need of more teachers in school paved the way to get systematic training of teachers. Some Initiative for Teacher Education in Pre-Independence period:

Table No. 1 British Period Education Commissions and Recommendation

Sr.No.	Name of Committee	Recommendation given about teacher education
1	Monitorial System (1880)	In India, the system of teacher's training emerged out of an indigenous technique, called Monitorial system. It is based on mutual instruction.
2	Teacher's Training School	The first formal teacher's training school established at Serampur, in Bengal in the name of, "Normal School" by Carey, Marshman and Ward in 1793. In Bombay the Native Education Society trained a number of teachers for the improvement of teaching in primary schools. In Bengal the Calcutta School Society and Ladies Society of Calcutta worked for training of teachers. A number of Govt. training schools were set up in 19th century.
3	Wood's Despatch (1854)	The Wood's Despatch gave some valuable suggestion for the improvement of teacher education. The Despatch urged the establishment of training schools in India.

4	Lord Stanley's Despatch (1859)	He greatly emphasized on teacher's training. The training of secondary teachers done by: Government Normal Schools, Madras (1856) and Central Training School, Lahore (1877). In 1886, the first training college to prepare secondary school teachers was set up at Saidapet in Madras followed by the opening of a Secondary Department in the Nagpur Training School in 1889. Towards the end of nineteenth century, there were only six training colleges in India.
5	Sadler Commission (1917-19)	The recommendations of the Sadler Commission had salutary effect on the teacher training Programme in India. Mysore University started a faculty of Education in 1925.
6	The Hartog Committee (1929)	The Committee was primarily concerned with primary education but it made memorable recommendations for teacher training as well. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. Working on the recommendations of the Sadler Commission, 13 out of 18 universities set-up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936.
7	The Abbott-Wood Report (1937)	It primarily analyzed the position of vocational education but also made valuable suggestions about teacher education. According to the report, the duration of training should be 3 years to enable the pupil to continue with general education along with professional training.
8	The Sargent Report (1944)	The Central Advisory Board of Education (CABE) in 1944 presented, "Sargent Plan" recommended that suitable boys and girls should be picked out into the teaching profession after high school; practical training should be provided, refresher courses be planned and

		research facilities be provided. In 1947, the number of secondary teachers training colleges in the country had risen to 41.
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❖ Post-Independence Period Teacher Education :

After Independence the emerging socio-economic and political situations influenced the national scenario of Teacher Education. A large number of teachers were found untrained. The main concern of teacher education was pertaining to both quality and quantity. Various Commissions after independence have taken initiative to upsurge the Teacher education.

Table No. 2 Post-Independence Period Education Commissions and Recommendation

Sr.No.	Name of Committee	Recommendation given about teacher education
1	University Education Commission (1948-49)	The University Education Commission or Radhakrishnan Commission observed that the training colleges had no basic orientation in the essentials. For improvement of teacher education, it suggested that in the course the theory and practice should support each other. Trainees shall be recruited in schools from people having a first hand experience of school teaching. The course must be flexible and adaptable to social situations. The Commission recommended for remodelling of teacher training programme in India.
2	Secondary Education Commission (1952-53)	The Secondary Education Commission or Mudaliar Commission analyzed the problems of teachers and training programme in great depth . The Commission made recommendation on three types of Teacher Training Institution : Primary Teacher Training , Secondary Teacher Training and Training colleges. It suggested two types of institutions : i) For those who have taken the school leaving certificate ii) For graduates. The commission recommended

		training in co-curricular activities, refresher courses and research work for the M.Ed degree. It recommended dynamic method of teaching through „activity method“ and „project method“.
3	Kothari Commission (1964-66)	The Kothari Commission observed that a sound programme of professional education for teachers was essential for the qualitative improvement of education. It suggested many ways to improve the quality of teacher educators. Some changes were introduced in Teacher Education. Some Universities introduced summer schools and correspondence course to meet the weakness of untrained teachers. The commission recommended that the essence of Teacher Education programme is „quality“. The duration of training courses should be two years for primary teachers and one year for graduate students. Based on the recommendation of this commission M.A degree in Education has been introduced in the universities of Aligarh, Kurukshetra and Kanpur.
4	National Policy on Education (1968)	The NPE made recommendations regarding the service condition of teachers, academic freedom of teachers and in-service education.
5	National Commission on Teachers (1983-85)	The Commission appointed under the chairmanship of Prof. D.P. Chattopadhyaya, made a number of recommendations for the improvement of educational process. The selection of trainees for the teaching profession should be based on- Good physique, Linguistic ability, general awareness of the world, etc. The commission also recommended that the selection of trainees should be made through a combination of objective tests, group discussion

		<p>and interview. The Commission also suggested the professional preparation with study of Education as a discipline, practice teaching and learning variety of skills.</p>
6	National Policy on Education (1986)	<ul style="list-style-type: none"> Orientation of teachers should be a continuous process of teacher education. Like SCERT, the district level body may be established called District Institute of Education and Training (DIET) New skills should be developed among teachers to meet the present needs.
7	Acharya Ramamurti Committee (1990)	<p>In the review of NPE 1986, the committee observed that , an internship model for teacher training should be adopted because “...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.”</p>
8	The National Curriculum Framework (NCF 2005) –	<p>The NCF 2005 made many expectations on the teachers , which need to be fulfill by both pre-service and in-service teachers in the country.</p>
9	National Curriculum Framework for Teacher Education (NCFTE 2010)	<p>NCFTE highlighted that the training of a prospective teacher will be effective in the sense that it has been delivered by teacher educators who are competent for the job. NCFTE took a number of initiative to improve the standard of Teacher Education by joining hands with NAAC (National Assessment and Accreditation Council).</p>

On the basis of the recommendations of various commissions and committees, many changes were made in Teacher Education Programmes. As a result a number of steps have been taken by the Government of India for the improvement of teacher education

Silent features of Teacher Training Programme given in NEP2020-

- ❖ The National Education Policy (NEP) 2020 includes Continuous Professional Development (CPD) as a key component of teacher training. CPD requires teachers to complete at least 50 hours of training annually, which can include online courses, workshops, seminars, and opportunities to learn from peers. The goal of CPD is to ensure teachers stay updated on the latest educational practices and technologies.
- ❖ NPST (National Professional Standards for Teachers) is associated with teaching career and professionalism. It works in determining the features related to the teacher's career management, professional development, salary hikes, professional appraisals, teaching audit reports, etc.
- ❖ NCERT takes charge of the NEP teacher training program and works as a catalyst for continuous expansion in the teaching profession development. NEP 2020 includes specific sections of continuous professional development (CPD) yearly.

- ❖ Quality Four year Integrated Education Programme- The Government directly takes active initiative in creating an integrated B.Ed. program that takes four academic years to complete. National Council for Teacher Education (NCTE) supervises teacher training in this regard and promotes B.A. – B.Ed., B.Sc. B.Ed., B.Com. B.Ed. scheme that helps future teachers achieve their maximum potential. Teachers will get to cover two bachelor's degrees in one go in an integrated model. This will help them receive more exposure and internship-level training experience before starting in the academic system.
- ❖ Teacher Eligibility Tests (TETs)- TETs (Teacher Eligibility Tests) are the minimum qualification that a teacher in India should cover before being eligible for an appointment in the teaching profession. Government schools widely promote this test and work effectively in helping teachers to launch their optimum professions. Among the eligibility tests, CTET is the most difficult to crack from an examination viewpoint. TETs will help you launch job roles in both Government and private institutions.
- ❖ Sharing of Teachers Across Schools- NEP 2020 promotes the concept of sharing teachers among schools and academic institutions to help deal with issues like the shortage of teachers. It happens mostly for profiles like arts, crafts, music, dance, traditional courses, etc. NEP 2020 policy allocates sufficient space for master instructors to join as part of the eminent personalities' list who can take over a course.

Integrated Teacher Education Programme (ITEP)

The National Education Policy 2020 highlights, “Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well- versed in the latest advances in education and pedagogy” [Para 15.1, NEP 2020].

Four-Year Integrated Teacher Education Programme (ITEP): “Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities” [Para 5.22, NEP 2020]. “ “The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for schoolteachers. The 4-year integrated B.Ed. will be a dual-major holistic bachelor's degree, in Education as well as a specialised subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more” [Para 15.5, NEP 2020].

MAIN FEATURES OF Itep-

Broad Structure of Itep: The Itep is of four years duration across eight semesters of study. It is a dual-major bachelor's degree programme, with one major in Education and the other in a disciplinary/interdisciplinary branch of knowledge.

Stage Specific Specialisation: The reconfiguration of the curricular and pedagogical structure of school education involving a $5 + 3 + 3 + 4$ design as recommended by NEP 2020 makes it imperative that the Itep makes available accomplished teachers with the knowledge, capacities, and values and dispositions required for developing and improving the practice of teaching at a particular Stage of school education, i.e. Foundational Stage or Preparatory Stage or Middle Stage or Secondary Stage. Each student-teacher shall specialise in one of the following Stages of school education which will qualify them to become a teacher for that Stage.

- i) **ITEP with Foundational Stage Specialisation** will qualify student-teachers for teaching children of age 3-8 years, three years in Anganwadi centres or Balvatikas or other preschools, and in Grades 1 & 2 in schools. The Foundational Stage involves five years of flexible, multi level, play/activity-based, and inquiry-based learning designed to enable children in the Foundational Stage-age group to attain optimal outcomes in the domains that are closely linked to the growth and developmental of the child - physical development, socio emotional-ethical

development, cognitive development, aesthetic and cultural development, development of foundational capacities in literacy and numeracy, and development of positive learning habits.

- ii) **ITEP with Preparatory Stage Specialisation** will qualify student-teachers for teaching children in Grades 3 to 5. The Preparatory Stage builds on the play-based, discovery and activity-based pedagogical approaches followed at the Foundational Stage along with more interactive classroom learning that would lay a solid groundwork in learning relating to the curricular areas. The curriculum for the Preparatory Stage will include languages, mathematics, arts, physical education, and 'the world around us' which is an interdisciplinary area that encourages exploration and understanding of both the natural world and the social world.
- iii) **ITEP with Middle Stage Specialisation** will qualify student-teachers for teaching children in Grades 6, 7 and 8. The Middle Stage builds on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of more specialised subjects and subject teachers. At the Middle Stage, "Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasised despite the introduction of more specialised subjects and subject teachers" [Para 4.2, NEP 2020].
- iv) **ITEP with Secondary Stage Specialisation:** The Secondary Stage includes Grades 9, 10, 11 and 12. It comprises of "four years of multidisciplinary study, building on the subject oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects" NEP, 4.2). "Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education" [Para 4.9, NEP 2020].

In Grades 9 and 10, students would engage with eight curricular areas to ensure breadth of study, building on the learning achieved in the Middle Stage. The curriculum include study of three languages, Arts Education, Physical Education, Vocational Education, Social Sciences & Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, and Sciences. More subject choices are available to students in Grades 11 & 12. Choice-based courses which would enable depth of learning across a range of human knowledge are offered in Grades 11 & 12. To address the requirement of breadth of study, students are required to choose subjects from amongst at least two out of the three groups of curricular areas such as: i) the Group comprising Arts Education, Physical Education and Vocational Education; b) Group Comprising Social Sciences & Humanities, and Interdisciplinary Areas; and c) Mathematics and Sciences. The requirements to choose subjects from at least two groups help meet the requirement of breadth of study by students in Grades 11 & 12. The curricular requirements in Grades 11 & 12 include: i) the study of two languages, one of them being a Language that is native to India; and ii) the study of at least four subjects chosen from two of the three groups of curricular areas mentioned above. The curriculum structure allows a student to take up an optional fifth subject. To ensure depth of study/learning, while choosing an academic Discipline, students will be required to take up four courses relating to that Discipline.

Multiple Entry and Exit, and Re-entry Options:

The ITEP envisages multiple entry and exit points and re-entry options, with appropriate certifications. Student-teachers who wish to exit after completion of one year (two semesters) of study will be given a Certificate indicating the credits accrued for the courses pursued. Student-teachers who wish to exit after completion of two years (four semesters) will be given a Diploma indicating the credits accrued for the courses completed. Student-teachers who wish to exit after successful completion of three years (six semesters) will be awarded a Bachelor's Degree in the chosen Major area of study upon securing a minimum of 120 credits and satisfying the minimum credit requirements of 48 credits for the Major. Student-teachers who successfully complete four years (eight semesters) of study will be awarded a dual-major bachelor's degree such as B.A.B.Ed. or B.Sc.B.Ed. or B.Com.B.Ed. etc. upon securing a minimum of 160 credits, including a minimum of 80 credits for the first major (i.e. in education), and a minimum of 48 credits for the second major (i.e., in a disciplinary/interdisciplinary area relating to one of the curricular areas in school education).

Nomenclature of Degree Awarded:

As the ITEP being a Dual-Major programme with School Stage specialisation, it will lead to the award of one of the following Degrees, depending on the chosen discipline of study and Stage Specific specialisation.

B.A.B.Ed. (Foundational Stage with Major in)	B.A.B.Ed. (Preparatory Stage with Major in....)	B.A.B.Ed.(Middle Stage with Major in)	B.A.B.Ed. (Secondary Stage with Major in)
B.Sc.B.Ed. (Foundational Stage with Major in)	B.Sc.B.Ed. (Preparatory Stage with Major in....)	B.Sc.B.Ed. (Middle Stage with Major in)	B.Sc.B.Ed. (Secondary Stage with Major in)
B.Com.B.Ed (Foundational Stage with Major in)	B.Com.B.Ed (Preparatory Stage with Major in....)	B.Com.B.Ed (Middle Stage with Major in)	B.Com.B.Ed (Secondary Stage with Major in)

Eligibility/Entry Requirements: A Certificate obtained after successful completion of Grade 12 (or equivalent stage of education such as Pre-University, Intermediate, etc.) with a minimum of 50% marks in aggregate or an equivalent grade from a recognised Board/University.

Vertical Mobility Opportunities: Student-teachers who successfully complete the four-year ITEP and want to pursue higher studies will be eligible to pursue master's degree programme in education as well as in the Major discipline chosen for study during the ITEP.

Institutions Eligible to Offer ITEP: ITEP shall be offered by a Higher Education Institution (HEI) in a multidisciplinary environment. This will enable the HEI offering ITEP to make available expertise relating to the disciplinary/interdisciplinary major and minor as well as all courses connected to the discipline of education.

Network of Schools for Practice: All institutions offering the ITEP shall partner with a network of schools to ensure a strong theory-practice connect in the programme. The association between the schools and the HEI offering ITEP would provide opportunities for student teachers to have school experience through observation and practice of teaching-learning assessment processes, encourage collaborative action research involving both the schools and the HEI, provide opportunities for continuous professional development of both faculty of the HEI and teachers in the schools etc.

Semester System: The Stage-Specific ITEP will be organised on the semester pattern with two semesters in an academic year. Each semester will consist of 15 -16 weeks of teaching learning activities, excluding end-semester examinations. A semester will consist of a minimum 96 working days, excluding end-semester examination days. Each working week will have a minimum of 40 hours of instructional/contact time.

Credit-hours for Courses of Study: Taught courses involving classroom teaching and structured interaction require a minimum of 15 hours of instructional/contact time per credit in a semester. Practicum requiring students to participate in an approved project or practical activity will require a minimum of 30 hours of student engagement per credit in a semester. This will be applicable to activities such as seminars, internships, lab-based activities, studio activity, workshop-based activity, field-based learning/project and practices, community engagement and service, etc.

Choice of Stage Specific Specialisation and Major/Minor Areas of Study: Student-teachers are expected to choose their Stage specialisation at the time of application to the ITEP. They are also required to choose their major and minor areas of study at the time of application to the programme.

Conclusion- As like historical perspective of teacher training programmes and the paradigm shift in teacher education happens. NEP teacher training program will go a long way in balancing the scale between teaching quality provided and returning rewards to the candidates in the picture. Teaching professionals can take heart in the fact that the learning experience under the NEP 2020 is a continuous process and is here to stay. Stay tuned to this space for further updates in the NEP teacher training section. ITEP will be available for all students who choose teaching as a profession after Secondary, by choice. This integrated course will benefit

students since they will save one year by finishing the course in four years rather than the customary five years required by the present B. Ed. The ITEP provides hands-on experience through classroom activities, field placements and internships. The ongoing pilot study allows real learning and further modifications and improvements.

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