

Comparative Study of Teacher Education in Sri Lanka and India

Ven. Kalubovitiyana Soratha¹, S.K Panda²

Introduction

Teacher education is a major component of any country's education system, determining the direction of the national education. Teacher education is compulsory because it shapes the next generation (NEP 2020, p. 42). Teacher are trained in knowledge, attitudes, and values under the supervision of teacher educators. Teacher education is systematic process that prepares individuals to become competent, ethical, and effective teachers. Teacher education consists of pre-service and in-service education. Pre-service teacher education prepares teachers for the teaching profession by providing essential knowledge and skills, including subject knowledge, pedagogical skills, classroom management, techniques, and professional values. The in-service teacher education sector provides continuous professional development to enhance teachers' knowledge, skills, and competencies throughout the teaching careers.

Objective

The objective of the study is to comparatively examine the teacher education systems in Sri Lanka and India.

Methodology

The comparative research method was used to achieve the objective of the study. Data were collected from secondary sources and analyzed using the content analysis method.

Sri Lankan Teacher Education System

Professional development is considered an essential element of the Sri Lankan education sector. Teachers are trained through government universities and National Colleges of Education (Claude, 2026, P. 158). These institutions offer education diploma, post-graduate degree, and subject training programs. The government controls the teacher education sector through comprehensive

1 Research Scholar, Department of Education, University of Jammu.
sorathakalubovitiyana@gmail.com

2 Assistance Professor, Department of Education, University of Jammu

supervision. There are three major bodies that are responsible for teacher education structure.

- The Ministry of Education, which oversees the National Colleges of Education and Teacher Training Colleges
- Faculties of Education in universities
- National Institute of Education (NIE)

National Colleges of Education

National Education Colleges play a major role in teacher education in Sri Lanka (Samrakoon & Abeywickrama, 2020, p. 137). The purpose of these colleges is to offer pre-service and in-service teacher education programs according to the modern needs. Teacher should join the education sector after completing the three-year pre-services teacher education program according to the new policy (Ministry of Education, 2024). The mission of the National Education Colleges is to provide the school system professionally competent teachers and committed to fulfilling the national objectives of education, possessing the efficiency, enthusiasm, and innovativeness necessary to face future challenges. National Colleges of Education were established under the National colleges of Education Act No. 30 of 1986, although the first colleges began functioning in 1985. There are 17 National Colleges of Education in Sri Lanka. The National Institute of Education (NIE) is governed by a Board of Education appointed by the Minister of Education. The Secretary of the Ministry of Education serves as the Chairperson of the Board.

National Institute of Education (NIE)

The National Institute of Education (NIE) is the highest academic institution responsible for developing general education in Sri Lanka. It was established in **1986** under the provisions of the **National Institute of Education Act No. 28 of 1985** and functions as the professional and academic arm of the Ministry of Education. The Institute advises the Minister of Education on educational planning, curriculum development, teacher education, educational research, and policy implementation. It succeeded and expanded the work of the former Curriculum Development Centre established in 1961.

Indian Teacher Education System

The Indian teacher education system is one of the largest education systems in the world. Approximately 9.6 million teachers serve in the education system throughout the country. There are around 4,000 teacher education institutions

across the country, including universities, colleges (National Council for Teacher Education, 2024). The Ministry of Education formulates policies and regulations regarding teacher education and the National Council for Teacher Education regulates teacher education programmes (Kumar, 2017). State and union territory governments are responsible for the recruitment, appointment, deployment, and service conditions of teachers. Numerous commissions and policies have introduced recommendations for improving teacher education in India.

- University Education Commission (1948-1949)
- Secondary Education Commission (1952-1953)
- Kothari Commission (1964-1966)
- National Commission on Teachers (1983-1985)
- The Chattopadhyay Committee (1985)
- National Policy on Education (1986)
- Acharya Ramamurthy Committee (1990)
- Yashpal Committee (1993)
- National Curriculum Framework (2005)
- The National Knowledge Commission (2007)
- The National Curriculum Framework for Teacher Education (2010)
- National Education Policy (2020) (Chand, 2018, pp. 1395-1396).

Although Indian teacher education has achieved significant progress, the education sector still faces several challenges, such as inadequate monitoring of teacher education institutions, ineffective teaching practices, the use of traditional teaching methods, lack of subject knowledge, outdated curriculum, limited creativity, lack of professional commitment (Baral et al., 2023, pp. 147-148). To overcome these challenges, in 2020 the Indian government introduced the National Education Policy (NEP) 2020 with remarkable changes to the teacher education sector. The Four-year integrated B.Ed. programme, introduced continuous professional standards for teachers, merit-based recruitment, technology integration, research and innovation for teachers, curriculum reforms, continuous professional development are among its major reforms (National Education Policy, 2020, pp. 42-44).

Table 1: Comparative Analysis of the Teacher Education system Sri Lanka and India

Aspect	Sri Lankan Teacher Education System	Indian Teacher Education System
Governing authority	Ministry of Education oversees teacher education policies, recruitment, and professional development.	Ministry of Education formulates national policies, while the National Council for Teacher Education (NCTE) regulates teacher education programmes. State Governments are responsible for teacher recruitment and deployment.
Teacher education institutions	National Colleges of Education (NCOEs), universities, and Teacher Training Colleges.	Universities, colleges, Institutes of Teacher Education, and other NCTE-recognized Teacher Education Institutions (TEIs).
Minimum qualification	National Diploma in Teaching or a Bachelor's degree with professional teacher training, depending on the level of teaching	Four-year Integrated B.Ed. is promoted under NEP 2020 as the standard qualification for school teachers; other recognized B.Ed. pathways continue during the transition period.
Regulatory body	Ministry of Education and the National Institute of Education (NIE) develop curricula and professional development programs.	National Council for Teacher Education (NCTE) prescribes norms, standards, and regulations for teacher education

Curriculum development	Developed mainly by the National Institute of Education in line with national educational reforms.	Developed by universities and TEIs in accordance with NCTE regulations and national policies such as NEP 2020.
Teaching practice	Supervised teaching practice in schools is a compulsory component.	School internship and supervised teaching practice are compulsory components of teacher education programmes.
Quality assurance	The Ministry of Education and NIE monitor program quality and institutional performance.	NCTE establishes standards, while quality assurance is supported through accreditation and regulatory mechanisms.
Continuous Professional Development (CPD)	Regular in-service training, workshops, and professional development programs are conducted by the Ministry of Education and NIE.	NEP 2020 recommends at least 50 hours of CPD annually , delivered through national and state-level programs.

Conclusion

Teacher education plays a key role in the development of the education sector. Every country gives priority to develop professionally competent teachers for its education system. As South Asian developing countries, Sri Lanka and India have achieved significant progress. Sri Lanka and India are facing some challenges, such as unequal distribution of teachers between rural and urban schools, limited opportunities to continue professional development, a shortage of qualified teachers, and insufficient technology integration. Both countries have taken essential steps to develop the teacher education sector.

Keywords - In-service, Pre-service, Requirement, Teacher Training, Technology integration

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