

A Comparative Study on Teacher Education in National Policy on Education (NPE-1986) and National Education Policy (NEP-2020)

Dr. M. Ramakrishna Reddy, Assistant Professor in Education, Sri Krishnadevaraya University, Anantapuram-515003 (A.P), Email: mrreddysku@gmail.com

Abstract:

With an intention to change the existing educational landscape of the country and for heralding in the much-needed changes for bringing about improvements in the present education system, the Government of India has recently come up with a new education policy termed, “National Education Policy-2020”. The main focus of the present study is to draw comparisons between the recommendations that have been made pertaining to the teacher education in National Policy on Education (NPE-1986) and the recommendations that have been made regarding the teacher education in the latest policy pertaining to education namely, “National Education Policy (NEP-2020). It is the solemn duty of the new education policy to cater to the members of the student community and provide them with the quality education system, without taking into cognizance the place of residence and similarly it must focus on the underrepresented, disadvantaged and historically marginalized sections of the society. Education is highly imperative and is much needed for bringing about social and economic mobility among the people and it also acts as a great leveler of inequalities, economic and otherwise. Appropriate endeavours must be made and initiated for putting in place the mechanism which ensures that all the students from such disadvantaged groups, in spite of their existing and persisting obstacles, are provided with immense targeted opportunities for enabling them to enter into and excel in the field of education.

The present research study is a qualitative study and the focused to examine at length the recommendations that are pertaining to teacher education not only in the NPE-1986 but also in NEP-2020 and to find out both the similarities as well as the distinctions that exist between them. The findings of this research study revealed that the policies pertaining to education have dealt in depth with regard to the teacher education and as a result, there exist many similarities between the two with regard to the fields pertaining to the development of teacher education, the faculty of the teacher education institutions and administrative structure, pre-service as well as in-service training, and four year integrated B.Ed.course are some of them. There are dissimilarities between the education policies with regard to the field of multidisciplinary teacher education, elementary level teacher education, qualification of the faculties, duties of NCTE and cadre for teacher education.

Keywords: National Policy on Education-1986, National Educational Policy-2020, Teacher Education, etc.

Introduction

Teachers have a paramount and preponderant role to play in the development of human resources of the country. The qualities of the teacher can be acquired through proper and pertinent education and training however, some qualities of a teacher can also be innate. Appropriate and relevant qualities can be imbibed by the teachers by developing their attitude, knowledge, behaviour and skills. Keeping this in mind, the governments of the day have always accorded due attention to the field of teacher education by appointing numerous committees and commissions and have been subsequently putting into implementation different recommendations and the policies that have been the consequence of the various commissions and committees.

Previously, the training that was imparted to the teachers went by the nomenclature of teacher training but presently it came to be known as teacher education. There are salience distinctions between the terms ‘training’ and ‘education’. The term ‘training’ connotes a very narrow concept with a limited perspective and scope and on the other hand, ‘education’ carries a broad concept with wide perspective and scope. The term ‘training’ means a “systematic development of knowledge, attitude, skill, behaviour patterns which are required by an individual for the sake of performing a given task or job adequately (Sharma, 2016)”. In contrast, the term ‘education’ connotes a meaning which goes beyond the boundaries or the limitations of a particular job. It accords salience to both the refined and general behaviour, development of the personality of an individual, creating adequate awareness in an individual regarding his environment, development of knowledge, values, and understanding along with behaviour pertaining to all walks of life. To put it in a nutshell, “education” harps on the lifelong learning process. The present research study shines its light on both the National Policy on Education (NPE-1986) and National Education Policy (NEP-2020). Both the policies have contributed in no small measure for the revival and the rejuvenation of the teacher education system.

Being a pivot to the education system, the teacher is always the focal point of the fundamental reforms that are always invited and heralded in the education system. The new education policy must leave no stone unturned for helping the re-establishment of teachers at all levels as the most significant, essential and respected members of society because they play a very preponderant role in shaping the destinies of the next generation of citizens. It must in fact go extra mile for empowering the teachers for enabling and facilitating them to perform their duties to the best of their abilities and also as effectively as possible. The new education policy must make efforts to create the right kind of

ecosystem where only the brightest and best individuals are recruited as teachers for entering into the teaching profession at all levels. This can be done by promising them respect, livelihood, autonomy and dignity and at the same time endeavours must be made for instilling in the system basic means and methods for ensuring accountability and quality control.

Teacher education has a very defining role for creating a repository of school teachers who will play a very vital and significant role in shaping the future generation. It is highly imperative that teacher preparation must have multidisciplinary perspectives and similarly the teachers must be made to imbibe knowledge that is highly essential for living up to the expectations of being good teachers. Similarly, education must be provided to the future teachers by the best mentors possible and similarly efforts must be made for the formation of suitable and appropriate values and dispositions among the future teachers. The teachers must have a sound and thorough grounding and foundation in Indian languages, value system, ethos, knowledge, traditions which also includes tribal traditions. Likewise, they must have a consummate knowledge pertaining to the latest advances that have been taking place in the field of education and pedagogy. In order to make the teachers to reach up to the levels of expectations of credibility and integrity that are required for restoring the prestige of the teaching profession, it is highly essential that the regulatory system should be appropriately empowered for taking stringent and disciplinary action against the dysfunctional and substandard teacher education institutions (TEIs) which do not measure up to the expectations of basic educational criteria after giving them a time of one year for the sake of taking up remedial measures to address the existing breaches in them. Only academically and educationally sound, integrated and multidisciplinary teacher education programs should be under implementation by 2030.

Objectives of the Study

The objectives of any research study usually refer to those achievable goals that are needed for the completion of the research work towards which the research study is focused. The following are the objectives which pertain to the present research study.

1. To trace the recommendations that have been made by National Policy on Education (NPE-1986) pertaining to the teacher education.
2. To trace out the recommendations that have been made by the National Education Policy (NEP-2020) with regard to the teacher education.

3. To make a comparative study between these two education policies namely, NPE-1986 and NEP-2020

Methodology

Qualitative study has been undertaken in this research study for making a comparative analytical study between the two educational policies namely, National Policy on Education (NPE-1986) and the National Education Policy (NEP-2020).

Source of data

The primary data is collected from the recommendations of NPE-1986 and NEP-2020 and the secondary data is collected from articles, books and website. While the recommendations pertaining to the National Policy on Education (NPE-1986) and the National Education Policy (NEP-2020) constituted the source for the primary data of this research study, books, articles and websites related to these two educational policies formed the sources for the secondary data.

Findings of the Study

The findings of the research study, which are based on the objectives of the research study, are discussed below

Objective-1: To find out the recommendations regarding teacher education in National Policy on Education (NPE-1986)

The recommendations that have been made by the National Policy on Education (NPE- 1986) have categorically stated that professional training must be accorded to the teachers belonging to both the secondary schools and the elementary schools. The NPE-1986, after taking into cognizance the existing situation of the teacher education, has taken the initial steps towards bringing about the reorganization of the secondary teacher education, elementary teacher education and also the in-service teacher education.

Elementary teacher education

The NPE-1986, with an intention to facilitate the development of elementary teacher education, had come up with recommendations for the establishment of District Institute of Education and Training (DIET) for providing training to not only the pre-service teachers but also to the in-service teachers working in the elementary schools and the complete responsibility with regard to that aspect was handed over to the National Council for Teacher Education (NCTE). Suggestions have been made for bringing about radical changes through the inclusion of various issues such as academic

support to the school complexes and the District Boards of Education, an action research and experimental work, provision of services of a resource and learning centre for both the teachers and the instructors.

Secondary teacher education

The secondary teacher education was planned to be provided with the help of the colleges of the teacher education which are affiliated to the Universities in the States. The conduct of the examination along with the awarding of degrees was to be done by the universities in tandem with the NCTE with an intention to ensure quality in the secondary teacher education. Recommendation was also made by the National Policy on Education (NPE-1986) for the introduction of four-year integrated courses after the higher secondary stage. This was to be in addition to the existing B.Ed./M.Ed. degree courses.

In-service education for teachers

Basing on the changing perspectives of the national goals, the revised school curriculums, the additional inputs that are available in the teaching-learning system etc, both NCERT and SCERT are bestowed with the all types of responsibilities for providing in-service education to the teachers of both the secondary level and the primary level according to the recommendations of the NPE-1986. The DIET is invested with the responsibilities by the SCERT for providing in-service training to the teachers

Cadre of teacher education

Recommendations were made by the National Policy on Education (NPE-1986) for the creation of a separate cadre and for the appointment of separate staff in the secondary school education institutions, SCERTs and DIETs. NCTE, as per the recommendations of the NPE-1986, has achieved the status of a statutory and autonomous body and it has, along with UGC, NCERT and SCERT, is tasked with many functions like laying down the norms and standards for institutions pertaining to teacher education, accreditation of the institutions related to teacher education, development of the curriculum of the teacher education along with the methods of imparting education to the teachers etc.

Objective-2: To find out the recommendations regarding teacher education in National Education Policy-2020

The main objectives of the NEP-2020 and the recommendations that are made by National Education Policy-2020 regarding the teacher education are to ensure that the teachers are accorded the highest possible quality training in pedagogy, content and practice. Similarly, endeavours are made to

ensure that the teacher education system is moved into universities and multidisciplinary colleges. Likewise, efforts are also made for establishing four-year integrated bachelor degree as a prerequisite and minimum qualification for all the people aspiring to be school teachers.

Restoring integrity to teacher education

One of the important aspects of the National Education policy-2020 is to shut down the dysfunctional and substandard teacher education institutions by 2023 and in their place the focus is made for establishing sound teacher educational institutions which will help in promoting only sound teacher education preparation programs in India. It is made incumbent upon the National Higher Education Regulatory Authority to supervise this activity every three months and by the Rashtriya Shiksha Aayog (RSA) every 6 months.

Moving teacher education into Multidisciplinary Colleges and Universities

One of the salient recommendations that have been made by the National Education Policy (NEP-2020) has been introducing the 4-year integrated B.Ed. programme within the confines of the multi-disciplinary institutions' conducive habitat and environment by 2030. This 4-year integrated B.Ed. course apart from being a dual-major holistic degree pertaining to Bachelor of Education, also constitutes a specialized subject such as a language, mathematics, music, history, physical education, economics, art, chemistry, computer science etc. The teacher education, in addition to providing the teaching with cutting-edge pedagogy will also provide formidable foundation and thorough grounding in disciplines such as psychology, physical science, natural science, history, sociology, foundational literacy and numeracy, early childhood care and education, knowledge pertaining to India along with its accompanying traditions/art/ethos/values and much more. The institutes of higher education which are offering the 4-year integrated course of Bachelor of Education (B.Ed.) can also offer the 2-year course Bachelor of Education (B.Ed.) for those students who have already acquired a bachelor's degree in a specific specialized subject.. For those students who have already acquired in 4-year undergraduate degree in a specific subject, a one-year course in Bachelor of Education (B.Ed.) may be offered. For attracting the best students into the Bachelor of Education programs of 4-year, 2-year and 1-year duration, meritorious students will be awarded scholarships. The responsibility of conducting the admission test with the help of the subject and aptitude test and also the subsequent completion of the admission process will be handed over to the National Testing Agency (NTA). All the existing independent teacher education institutions which are right now focused only on imparting teacher education will be converted into multidisciplinary institutions by the 2030 and the four-year integrated teacher preparation program will be conducted in those institutions.

It has been envisaged by the New Education Policy-2020 that it is highly imperative that all the teacher education programs had to be conducted within the composite multidisciplinary institutions because of the fact that it is highly essential that the teacher education requires not only educational training with high quality content but also multidisciplinary inputs along with well- rounded pedagogy. To cater to this requirement all the colleges and the multidisciplinary universities will focus on establishing the departments of education which will run the B.Ed. programmes, apart from focusing on the cutting edge research with regard to various aspects pertaining to education. This will be done in collaboration with other departments such as philosophy, psychology, neuroscience, sociology, literature, history, music, arts, Indian languages, mathematics, physical sciences, natural sciences, physical education etc. By 2030 the stand-alone Teacher Education Institutes (TEIs) will be converted into multidisciplinary institutions for offering the 4-year integrated teacher preparation program.

Department of Education in Universities

One of the salient recommendations that have been made by the National Education Policy-2020 has been the bolstering and developing by the Education Department of universities of spaces for facilitating research and innovation in the field of education. The departments should make suitable and appropriate arrangements for the pre-service education along with the in-service Continuous Professional Development (CPD) of the teachers pertaining to both school education and the higher education. It has also been recommended by the New Education Policy that capacity planning for the teachers along with sufficient funding should be facilitated by RUSA in collaboration with the Central State governments. It has also come out strongly with some additional recommendations like enhancing the faculty strength in the Institutes of Teacher Education, offering courses to the students through the online mode, enabling inter-departmental collaboration for certain special subjects along with the starting of post-graduate and doctoral programs in the field of education. Similarly, research based teacher preparation was also alluded to by the new education policy.

Faculty for teacher education

It goes without saying that it is only the teacher who can ultimately result in producing quality teachers from the institutions of teacher education. The New Educational Policy has taken cognizance of this obvious fact and has batted for the appointment of faculty which is having specialization in the domains of pedagogy and the curriculum, fundamental areas pertaining to education technology as well as a research in education. It certainly means that the faculty must be endowed with Masters' and doctoral degrees in the areas pertaining to the field of education.

The profile of the faculty of the Departments of education should mandatorily focus on being diverse and likewise high value will be accorded to faculty's field/teaching/research experience. For the sake of strengthening the multidisciplinary education of the teachers and also for providing rigour in conceptual development, the faculty who have received training in the areas of social sciences and which are directly relevant to the field of School education like sociology, linguistics, child development, psychology, political science, economics and philosophy in tandem with other disciplines such as mathematics education, science education, language education, social science education programs will be attracted and retained in the institutions of teacher education.

Credit based courses for Admission in to Ph.D. Programme

During the tenure of their doctoral training period, all the fresh Ph.D. entrants of the education programs, irrespective of their disciplines, will be asked to take credit-based courses regarding training/pedagogy/education/writing related to their selected Ph.D. subject. Because many research scholars will subsequently move ahead in life becoming faculty or public representatives or communicators of their chosen discipline, exposure to designing curriculum, pedagogical practices, communication, credible evaluation systems and so on and so forth will be ensured during the tenure of the Ph.D. program. It will also be ensured that the students who are pursuing their Ph.D. will also have a minimum and stipulated number of hours of actual teaching experience which is gained through the teaching assistantships as well as through other means. The Ph.D. programs conducted at various universities across the length and breadth of the country will be suitably oriented for meeting this purpose.

In-service continuous professional development

The existing institutional arrangements and the ongoing initiatives will be continued for providing in-service continuous professional development for both the University and College teachers. These programs will be further strengthened and will also be substantially expanded for meeting the requirements of introducing teaching-learning process for providing quality education to the students. Encouragement will be accorded to the teachers for taking up online training programmes through the use of technology platforms such as SWAYAM/DIKSHA

Objective-3: To make a comparison between National Policy on Education (NPE-1986) and National Education Policy- 2020 in respect of teacher education.

Both the policies of education namely, National Policy on Education (NPE-1986) and National Education Policy-2020 have great significance and salience with regard to the field of education. There are quite a few similarities along with the dissimilarities regarding the recommendations that

have been made by these two policies pertaining to education

Similarities

- Taking into reckoning the importance and significance of the role of teachers on imparting education and human values to the students, both the policies have pitched for according priority to teacher education and consequently have made recommendations for strengthening and the development of teacher education.
- Similarly, both of the policies have appreciated the significance of having good administrative structure for providing the best possible education to the teachers and as a consequence both the policies have focused on consummate and commensurate administrative structure for providing good education to the teachers and likewise there have also focused on proliferating the teacher education institutions with experienced and seasoned faculty.
- A formidable course of Bachelor of Education is highly needed for turning out good teachers who can be a veritable asset to the field of education in particular and the country in general and hence both the policies have contemplated and recommended for the introduction of a 4-year integrated B.Ed. course for teacher education.
- A teacher should be a teacher for his entire life was the popular maxim. It means that the teacher must go on honing his skills, gaining knowledge and subsequently transferring the same to the student community. Taking this fact into consideration both the policies have accorded top priority for both pre-service and in-service teacher education and as a result, both of them have included in their recommendations policies pertaining to the pre-service and in-service teacher education.

Dissimilarities

- ❖ The National Policy on Education- 1986 has made strong recommendations for providing and strengthening of the teacher education at the elementary level and in contrast, the National Education Policy- 2020 has not come up with any separate recommendations for the elementary education.
- ❖ While the National Education Policy-2020 has not categorically mentioned the obligation and duties of the National Council for Teacher Education (NCTE), the recommendations that have been made by the National Policy of Education-1986, taking into cognizance the imperativeness of a governing body for teacher education, have clearly and unambiguously mentioned the duties and obligations of the National Council for Teacher Education (NCTE).
- ❖ The teachers who are imbued with consummate skills pertaining to teaching can only discharge

their duties to the best of their abilities and bearing this in mind the National Education Policy (NEP-2020) has made strong and formidable recommendations with regard to the qualifications of the teachers who are working in teacher education institutions and in contrast, no mention has been made in the recommendations of the National Policy on Education-1986 with regard to the qualifications of the faculty working in Teacher Education Institutions.

- ❖ It is highly essential that the teacher education requires not only educational training with high quality content but also multidisciplinary inputs along with well- rounded pedagogy. To cater to this requirement, the NEP-2020 has recommended that all the colleges and the multidisciplinary universities will focus on establishing the departments of education which will run the B.Ed. programmes, apart from focusing on the cutting edge research with regard to various aspects pertaining to education. On the other hand, the recommendation for introducing multidisciplinary teacher education programmes is conspicuous by its absence in NPE-1986.
- ❖ While the NPE-1986 has recommended in no uncertain terms the need for in-service teacher training for the teachers were working in the schools in a separate part, the NPE-2020, in contrast, has recommended the same very slightly in the part of the Department of Education in universities.
- ❖ While the NPE-1986 has recommended for the creation of a calendar for teacher education, such a recommendation is conspicuous by its absence in the recommendations made by NEP-2020

Conclusion

Though the two policies on education namely, the National Policy on Education (NPE-1986) and the National Education Policy (NEP-2020) have certain striking similarities, there are also certain obvious and clear-cut dissimilarities. In spite of that, both the policies have given a lot of importance and salience for providing the best possible teacher education by sprucing up the existing facilities for teacher education. As a consequence, it can be very confidently stated that NPE-1986 has handed over the baton of responsibility, just as in a relay race, of providing good teacher education to the teachers both during pre-service and in service. In spite of the fact that NEP-2020 has made formidable recommendations for enhancing the quality of teacher education, the million dollar conundrum as to how and how far these recommendations will see the light of the day and will be implemented continue to bother all the stakeholders of the education system.

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